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Presented here is a detailed summation of the evaluation of 17 Vocational Guidance Institutes initiated, promoted, and supported by Plans for Progress. The data used for evaluation included an analysis of proposals and other pre-institute material, survey data from trainers and participants in the institute, and material resulting from on-site visits by the evaluators. Recommendations are made on: (1) the role of business and industry in promoting counselor training institutes, (2) the nature of the relationship between local and national Plans for Progress offices, (3) the selection of institute directors and staff, (4) the use of indigenous persons as program participants, (5) the Vocational Guidance Institute in the community context, (6) institute structure and content, and (7) participant selection. (PS)

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EVALUATION
VOCATIONAL GUIDANCE INSTITUTES
1966

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SUMMARY

VOCATIONAL GUIDANCE INSTITUTES

A. Purpose and Scope

A program of Vocational Guidance Institutes aimed at bringing together tomorrow's jobs and job-seekers by working with high school guidance personnel was carried on in 1966 for varying periods of time, ranging from five days to a year, in seventeen specially selected cities.

The project was initiated, promoted, and supported by Plans for Progress, the national voluntary equal employment opportunity program of American business and industry. The Economic Development Administration of the U. S. Department of Commerce (EDA) supplied grant assistance.

The seventeen Institutes trained nearly 1,000 guidance counselors, teachers, and administrators to counsel minority and disadvantaged youth more effectively. The goals of the Institutes included:

1. Providing job opportunities for youth by making employees and schools aware of matching potential to job demands.
2. Increasing the counselors' knowledge about changing employment conditions and opportunities, particularly for minority youth.
3. Assisting in the establishment of regular communication between school administrators, teachers, counselors, and industrial personnel, including first-line supervisors and personnel directors.
4. Enhancing the educators' and counselors' understanding of the attitudes which economically deprived youth have toward such matters as employment.
5. Changing attitudes of educators in the areas of optimism, realism and commitment.
6. Providing the basis for a continuing program through the year.

To determine the effectiveness of the undertaking, Dr. Theo Volsky of the University of Colorado was retained to make an independent evaluation of the Institutes. This report is a detailed summation of that work.

In making this testing Dr. Volsky and his evaluation team were guided by certain core objectives established by the Plans for Progress national office, i.e.: Were the Institutes conducted in a manner consistent with goals stated as desirable for demonstration programs? Did the locations have certain common economic and social characteristics and did the Institutes place emphasis on action programs which could be reasonably expected to have some impact on the social debilitating aspects of these characteristics? Was the emphasis of action placed on areas containing heavy concentrations of minority or culturally deprived individuals who shared low expectations of employment opportunity?

There were three kinds of data upon which the evaluators could draw: 1) analyses of proposals, syllabi and other pre-Institute information which was made available; 2) survey data collected from program administrators, program faculty, participating industry and business personnel, Institute trainees and indigenous persons involved in the various programs (This information was collected at three stages—prior to the start of the Institutes, during the Institute programs, and upon completion of the Institutes); 3) material gathered during on-site visits to each of the seventeen Institute locations by investigating teams conducting intensive free-inquiry interviews with all of the groups involved in the program.

By utilizing pre-Institute, post-Institute and follow-up data, they were able to describe the movement and attitudinal changes accomplished by the various Institutes in such areas as: attitudes toward poverty; attitudes reflecting optimism, realism, and commitment; perception of the counselors' role in working with minority youths; and general knowledge of the world of work. Several instruments were developed to carry out this aspect of the evaluation.

B. Findings

The results indicate that participants found the Institutes helpful and informative and that the Institutes did, in fact, affect both attitudes and behavior of the participants. This is most meaningful when comparisons are made with similar programs.

Participants were overwhelmingly positive about the Institute programs in general. The most striking reaction was one of appreciation (and surprise) expressed by counselors, school administrators, social agency personnel and by members of the community at large relative to industry's initiative in proposing and supporting these Institutes. Gratitude was expressed repeatedly.

Through the many different impressions obtained in the evaluations, it becomes clear that all participants value the interest and initiative shown by industry, and the opportunity for increased communication between industrial and school personnel. They want to do what they can to nourish and foster further development of this spirit of cooperation.

Most of the positive accomplishments of the program were being maintained at the time of the four-month, post-Institute evaluation. In some cases these achievements had been strengthened.

Where there were no provisions for continuing contact among the individuals concerned, however, evaluation revealed that positive attitudes were quickly lost or soured.

C. Recommendations

On the role of business and industry in promoting counselor training Institutes:

Business and industry play a role in the Institutes which could not be filled by any other group or agency. One of the most prominent results of the Institutes has been the positive reaction of participants toward industry for opening this door and expressing this interest in education.

As employers of the nation's youth, industry is in a unique position. No other organized segment of society has the kind of commitment and organizational ability that business has to lend to education in its efforts to prepare youth to enter into society and the job market. The aggressive interest of business and industry in the problems of education is one of the single most important reasons why the Institutes have succeeded. The continuation of this interest in the education and counseling of American youth is a vital element in improving education.

At local levels, the business and industry base should be broadened to include greater representation from local industry for financial support, additional field trip opportunities and, most significantly, increased employment opportunity for minority youth affected by local programming.

On the nature of the relationship between local Plans for Progress Councils and the national Plans for Progress office:

Local Plans for Progress Councils look to the national organization for guidelines and financial assistance. Many local Plans for Progress council members feel reluctant to approach local companies for heavy financial underwriting year after year. They feel that contributions by their companies on both the national and the local level may be asking too much. A matching funds approach will probably work best with encouragement of local groups to broaden their local base by soliciting either manpower support or financial support from community-level business and industry.

The national office should provide guidelines and review proposals of the local groups. These guidelines, however, should continue to be flexible enough to leave considerable control at the local level.

To help establish guidelines and to review programs in their light, it is recommended that an advisory and review board be contracted by the national Plans for Progress Advisory Council. The composition of this board would at least include experts concerned with the areas of poverty, minority unemployment, and behavioral change.

An Institute Speakers Bureau, coordinated at the national level, would be helpful to the local groups. Many Institutes were able to enlist extremely capable and captivating speakers. The identification of some of these speakers at the national level could make them more widely available to the various Institutes.

On the selection of Institute directors and staff:

The Institute director must be selected early and should be involved in the Institute planning since he will be extremely important to its success. Early selection is important because competent educators often are committed six months or more in advance of the summer for which their services are sought.

The Institute director must be a person with an established reputation at least within the area in which he or she is to work. He should be chosen for his enthusiasm and commitment as well as for his knowledge, administrative abilities, ability to work with the local educational system, and ability to work with local industry. Many Institutes overcame severe difficulties largely because of the personal enthusiasm and drive of the director.

Each director should have one or more associates or assistant directors. There is too much work involved in conducting a smooth-running Institute for one man to handle.

On the use of indigenous persons as program participants:

From the results reported by the Institutes which involved youth in their programs, it is recommended that future Institutes should incorporate this technique. Minority youth were able to transmit the nature of their culture very clearly to the participants. Formal lectures and presentations seemed less effective in reaching this goal. The presence of the minority youth in the program also tended to give an Institute a continuing touch with the realities of the problem of minority unemployment. This procedure was especially helpful to those counselors who did not come from schools that were heavily populated with minority youth.

On the Vocational Guidance Institute in the context of the community:

In order to achieve the greatest effect for the funds to be expended, Institutes should be coordinated with the local, state, and federal programs. Churches and other civic organizations may be enlisted as cooperating agencies at the local level, since they often are able to furnish space, manpower, or allied programs which will enhance the Institute. The broadest possible base of community support is essential for maximum effectiveness of the program.

On the structure of Plans for Progress Institutes:

The optimum length of Institutes would seem to be three weeks of intensive work with a planned follow-through. This follow-through is an essential feature for the maintenance of changes achieved during the period of intensive effort. It has been shown that the commitment and enthusiasm developed during the Institute dissipates in the ensuing months if it is not reinforced by follow-up meetings and transferred into concrete actions.

One way in which concrete action can be implemented is for participants to plan programs to be carried out during the following year. Follow-up meetings of the group may then be focused on these projects.

Another aspect of the follow-up program should be the establishment of some means of communicating information or employment opportunities directly to school counselors. A constant flow of job descriptions and *current employment needs* should be maintained in order that counselors and other persons in the system remain well informed.

On the content of Plans for Progress Vocational Guidance Institutes:

In planning an Institute, a balance should be achieved in the emphasis placed on the need for attitudinal and motivational change in underprivileged persons, the need for broad-based change in the culture, the need for changes in school programs, and the need for changes in industry hiring practices and training programs.

The program format should achieve a balance in the use of viable lecture methods, meaningful field trips to industry, group interaction techniques, supervised interviewing practice, meaningful field trips to poverty areas, vocational counseling, and educational counseling.

Lectures delivered at the first year graduate school level are usually not well accepted; participants feel they are being "talked down to." They want to hear practical, experience-oriented lectures. The topic and the man is more important than whether he is from industry, government, or the academic world.

An important factor to bear in mind is that the best speakers, especially those from academic settings, make their plans far in advance, and therefore must be invited as early as possible to insure their availability.

Field trips to industry must be carefully planned and carried out. Participants *want to see people at work and to talk with them about their work*. They are not as interested in the company's product or glamour. Small group discussions following the industrial tour have been found useful. It has worked out well to plan the follow-up discussion on the premises in order that questions the participants have about what they have observed can be answered immediately. As a feedback device to industry, evaluation forms have been completed and turned back in before the group leaves the plant. This approach has been valuable to both participants and the cooperating industry because it makes the dialogue between industry and education real, immediate and two-way.

Small group discussions have been found effective during many phases of the Institutes. After a certain amount of learning, participants want to be able to talk with their colleagues, to exchange ideas, and to reflect on their experiences. Such discussions should have an experienced leader. When there is no leader, the uncontrolled intensity of the group interaction can produce interpersonal conflicts which overshadow the purpose of the discussion.

Supervised interviewing experience is an important mode of instruction which many counselors have not experienced in their training. The Plans for Progress Institutes can fill this need where it exists. When developing plans for this experience, and in guiding the experiences, the director and supervisors should check carefully the background and previous experiences of the participant and exercise as much sensitivity in his supervision as they expect the participant to develop. The educators should note however, training which focuses on traditional technique rather than *goal oriented* interaction is not likely to prove effective with the students in this program.

One of the most effective means found to enhance the dialogue between industry and education is a large group meeting where all participants meet with representatives of business and industry to compare, challenge and confront one another with problems and proposed solutions. Prior to using this technique, fears were expressed that it would not work at all or that it would get out of hand. Neither fear was realized. One person usually moderates these discussions. It is his responsibility to see that the discussion does not get out of hand. A preparation session has been used in order that questions could be formulated and the program outlined prior to the discussion. (Some of these sessions continued for six or more hours.)

Labeling of the group focus of the Institute was a recurring problem. Some individuals saw negative connotation where others saw none. Issues about differences which made no difference operationally contributed to the weakening of some programs.

The young person who has already dropped out of school (or is about to drop out), or the delinquent youth who is unprepared for employment became a very real concern in many Institutes. These individuals were not seen as the legitimate concern of either of the involved groups—school or industry. Yet as individuals, they tended to personify the cultural problem. There must be a willingness to seek new solutions rather than the evidenced desire to make only old programs work.

On the selection of participants:

Participants should be selected from the broadest range possible. In order to establish and maintain a dialogue between industry and education, persons from many areas should be included. When a representative of one segment is missing, responsibility for a situation tends to be transferred to him. The persons present have difficulty achieving the proper perspective under these conditions. Participants should be chosen by the director, in cooperation with the school administration and industry for the achievement of optimal effects.

Participants from all of the following groups should be encouraged:

1. *Teachers*. These may be teachers of vocational education, vocational cooperative

education, distributive education, English and social studies, or others according to the local situation.

2. *School administrators and curriculum supervisors.* Persons in these positions are important because of their power to affect the counselor's role in the school system. Also, instruction units often need study and change in light of the results of the Institute program.

3. *High school counselors and placement counselors.* In some school systems the guidance counselor is discouraged from doing placement work because there are placement specialists. Persons in both roles can benefit from the program.

4. *Union representatives.* Because of the very important role which unions play in the American labor market, representatives of the unions should be included.

5. *Junior high school counselors.* These counselors are seeing students during a critical transitional period. The Institute programs can stimulate a communication between junior high school counselors and high school counselors which typically does not exist. This cooperation is important to the schools' holding power.

6. *State Employment Services counseling and placement workers.* These persons can benefit from the knowledge and data acquired in the Institute. Also, their inclusion increases communication to another segment of the chain of persons concerned with the employment of youth.

7. *Industry employment interviewers and personnel officers.* Persons in such jobs have much to give other participants because of their unique position. They can also gain from the experiences because they may not share in the philosophy of their company. No matter how much the leadership of a company believes in opportunity for minority employment, by the time this philosophy has filtered down through the channels of communication, it may be lost. The Institute experience allows these persons to meet with others who are concerned with similar problems and provides points of contact useful to both education and industry.

The Institutes—Objectives and Organization

Seventeen Plans for Progress Vocational Guidance Institutes, sponsored by the member industries of Plans for Progress, were held during the summer of 1966. Sites for these institutes were chosen for their common economic and social characteristics which were deemed desirable for a demonstration program, e.g. heavy concentrations of minority groups, low expectation of employment opportunities, a general lack of understanding about income and employment needs of minority populations, a high proportion of school drop-outs among minority groups, etc. In addition to these similar characteristics, each city where an institute was held had its unique local problems and concerns.

The primary objective of these Vocational Guidance Institutes was to improve the effectiveness of high school guidance personnel in their vocational advising of minority youth. More specifically, objectives included the following:

To provide job opportunities for youth by making employers and schools aware of matching potential to job demands;

To increase counselors' knowledge about changing employment conditions and opportunities, particularly for minority youth;

To assist in establishing regular channels of communication between schools administrators and counselors and industrial personnel;

To enhance educators' and counselors' understanding of the attitudes of economically deprived youth toward such matters as employment.

To achieve these objectives, it was believed that institute participants, by the end of their training program, should come to hold common attitudes of optimism, realism and commitment; they should take an increasingly positive approach to the prospects of finding employment for minority youth. However, this optimistic attitude had to be tempered by a realistic understanding of the demands, needs and opportunities which exist for this group. In addition, it was hoped that participants would come to feel a personal commitment to the goals of the Plans for Progress Vocational Guidance Institutes, as well as accepting and cooperating with commitments of both industry and government within their communities.

Along with the desired changes in attitudes, it was expected that institute participants would add to their knowledge of the minority youth—his social environment and personal characteristics, and the local labor market; that they would gain an awareness of the world of work as it applies to the minority youth, and explore the possibilities for improving chances for the minority group youth to find and hold employment.

While the cities chosen as sites for the institutes were similar in many ways, and all seventeen programs adopted the general goals and objectives of the National Program, as outlined above, each institute director developed his own program format, and these varied in significant ways. Differing philosophies of institute directors, backgrounds of participants, and various program devices used in the institutes will be discussed briefly, before going on the evaluation of their effectiveness.

The Director

In most cases the backgrounds of the institute director reflected heavy involvement in the school guidance area, but other backgrounds were also represented, such as clinical psychology, counseling psychology, industrial psychology, industrial sociology and education. Given these different backgrounds and training, one would expect quite different philosophies to emerge as guidelines for the various institute programs. This did, in fact, occur. Following are representative samples of the various philosophies:

> Underprivileged youth are uneducated. They need to be educated and prepared to enter respectable jobs where they will become self-sufficient. Therefore, a Plans for Progress Institute must address itself to this need.
>
> A Plans for Progress Institute without affect and without getting at hidden difficulties, profound problems, and inadequate communication among people is a waste. People's attitudes should be changed through open confrontation, arguments, and dialogue.
>
> A Plans for Progress Institute should not theorize and discuss in grand idealistic terms the various areas of the minority unemployment situation that we are not equipped to cope with or resolve. Rather, let it focus on specific facts and familiar techniques.
>
> Philosophical emphasis should be on reaching the Negro youth during his formative years, the general position being that attitude change ultimately must take place in each Negro before his chances of a reasonably good life can be realized. The Institute should focus on helping school personnel to help the Negro student to develop a healthy self-concept which includes a development of a directionality of attitude which ultimately would encompass goals shared by the community at large.
>
> Plans for Progress Institutes should not take a "make waves" orientation because it may have less of an impact than it otherwise might have. In designing a Plans for Progress program, the philosophy should be to "shake up" the school system. A questioning attitude toward programs, curriculum, and policy should result from involvement in an institute.
>
> Emphasis should be placed on getting the participants genuinely to understand the problems and plight faced by disadvantaged Negro youth.

The Participants

Institute participants also came from a variety of backgrounds and positions. The majority were high school counselors, however, teachers administrators, junior high school counselors, industrial people, university counselors, and representatives of community agencies were also selected as trainees.

Some institutes tried to reach a large number of people and therefore included many participants. Others were organized to provide a small group with an intensive experience. There were many variations. One institute used a "team" approach, trying to select a counselor, a teacher, and an administrator from each school taking part in the institute. The philosophy of this approach was that each of the three, in his own sphere of influence, would exert pressure for change in the school system.

Other institutes selected participants from various geographical units within the area to insure full coverage. Another approach used was to select participants primarily from the areas or the school which had the heaviest proportion of minority youth.

Availability of participants also played a part in the make-up of the institutes—some had to select one out of every ten who applied for participation while others found it difficult to fill their program with the available applicants.

School systems were most often used in seeking recommendations for participants, but state and local vocational associations were also used to distribute information regarding the institute to possible applicants.

Aside from differences in professional training and work backgrounds represented, the participants also varied along other dimensions. The majority were Caucasian, although the proportion varied greatly from one institute to another; Negroes, Spanish and Oriental groups were also represented. Participants came from both public and parochial schools.

Institute Program Formats

The length of the institutes varied from a five-day program to programs covering an entire year. Most were conducted on a 30 to 40 hour week basis; however, one program was operated almost round-the-clock. College campuses were the most common setting, but one institute rented hotel facilities within the poverty area of the city. Some groups met for weekly follow-up sessions; others planned follow-up meetings several months after completion of the formal summer institute program.

The attitude which industry held toward the institutes varied from city to city (perhaps it would be more correct to say from industry to industry). Some of the reports of industry attitudes were:

> Many of the industries not only contributed money, but also time, interest, and enthusiasm for the program.
>
> Industry was compliant, but neither enthusiastic nor stimulating.
>
> Industry did not show much in the way of vitality, interest, or understanding for Plans for Progress.
>
> Industries' efforts in terms of follow-up and continuation programs is by far the most striking and valuable aspect of the institute program.

The experiences provided for the trainees took many forms. Some programs combined short field trips to industry with major emphasis on traditional academic procedures. Other institutes used so much time in field trips that little was left for lecture or laboratory experiences. In a few institutes, the participants spent a major portion of their time attempting to interact with, and better understand, minority youth. Some programs provided no opportunity for contacts with individuals indigenous to the deprived and ghetto areas of the community; one program used minority youth as instructors. In one institute, participants actually worked on industrial jobs, in another, they played the role of minority group members trying to find employment, including applying for jobs in the local day labor ("slave market") employment office. In one institute, trainees spent time riding in police cars patrolling ghetto and impoverished areas during the late night and early morning hours.

All of the institutes did have some common features—namely lectures, tours, and group discussions. While almost all institutes incorporated these three teaching methods, their emphasis and operation took several forms.

Field trips differed in context and in number, but all were aimed at the common goals of giving participants the opportunity to determine current demands of business and industry in the local area; increasing participants' knowledge about changing employment conditions and opportunities, particularly for minority youth, and providing personal contact between the counselors and representatives of industry.

Lecture topics were quite divergent, but fell into the general areas of understanding the minority youth and his culture, the changing world of work, and current problems relating to hiring in the industrial firms.

Group discussions were a part of all institutes. In some they played a major role, in others the group discussion feature was only of minor consideration. The groups were formed on many bases, ranging from random groupings of participants to groupings on a geographic basis. Some groups were confrontation and affective in nature (i.e. modelled after the National Training Laboratories, Rogerian basic encounter, or Hill's confrontative interaction styles of group processes), others were focused on well-structured, practical levels of problem discussion and problem solving.

Another feature, less common than the three above, but widely used, was exposure to the environment of the minority youth. Again, a number of different techniques were tried. Some institutes used sociological tours. The participants were taken by bus to the poverty areas to view the people and their living conditions. Other participants were exposed by bringing representatives of the minority group to speak to sessions of the institute, either individually or as part of panel discussions. One institute used minority students as subjects for counseling, and also took the youth with them on the industrial tours. Visits to the homes of minority youth was used in one institute as a method of exposure. In some cases, the exposure techniques brought about involvement as well as exposure.

Other program features used in one or more of the institutes were: Visits to community service agencies, involvement of labor unions, integration with ongoing community programs, building the program around problems of the junior high school age level, "living-in" with the minority population and emulating their life styles, use of programmed learning materials, involvement with community groups such as CORE, SNCC, NAACP, and the Urban League.

Out of this diversity, certain program techniques emerged as more potent than others in achieving the aims of the institute. These will be discussed in some detail in the evaluation section to follow.

The Evaluation Program

The purpose of the National Evaluation Program is to appraise the Plans for Progress Institutes in order to determine their overall effects and to assess the differential outcomes of the various institute programs. It is hoped that these analyses will provide general guidelines and a pattern of successful program formats which, if appropriately used, will be helpful in organizing and developing subsequent institutes.

Consistent with the guidelines established by Plans for Progress staff, certain core objectives were used as broad guidelines for the evaluation of the effectiveness of the institutes, i.e.: Were institutes carried out in a manner consistent with goals stated as desirable for demonstration programs? Did the locations have certain common economic and social characteristics and did the institutes place emphasis on action programs which could be reasonably expected to have some impact on the social debilitating aspects of these characteristics? Was the emphasis of action placed on areas containing heavy concentrations of minority or culturally deprived individuals characterized by low expectations of employment opportunity, general lack of understanding of income and employment needs of minority groups, high proportions of school dropouts among minority groups, etc.?

There were three kinds of data upon which we could draw: 1) analyses of proposals, syllabi and other pre-institute information which was made available. 2) Survey data collected from program administrators, program faculty, participating industry and business personnel, institute trainees and indigenous persons involved in the various programs. This information was collected at three stages—prior to the beginning of the institutes, upon completion of the institute training program, and four months after completion of the institute. 3) Material gathered during on-site visits to each of the 17 institute locations by investigating teams conducting intensive free-inquiry interviews with all of the previously mentioned groups involved in the programs.

By utilizing pre-institute, post-institute and follow-up data, we can describe the movement and attitudinal changes accomplished by the various institutes on such areas as: attitudes toward poverty; attitudes reflecting optimism, realism, and commitment; perception of the counselors' role in working with minority youths; and general knowledge of the world of work. Several instruments were developed to carry out this aspect of the evaluation. These will each be briefly described.

Schedule A (see Appendix A) is a questionnaire which focuses on attitudes relating to poverty. It was designed to measure participants' attitudes about the nature of poverty, the causes of poverty, possible solutions to the problem of poverty, and obstacles in the way of solutions to the problem of poverty.

The instrument's format is based on the work of the University of Colorado's Employment Security Institute on the Management and Operation of Youth Opportunity Programs (Research Report No. 251965).

Changes in participants' responses from pre-institute to post-institute testing will be outlined in the next section of this report. In addition, responses by the Plans for Progress participants are being compared with prevailing attitudes in the general population and attitudes and attitude changes observed in other training programs.

Schedule B (see Appendix B) was constructed to measure participants' attitudes of optimism and commitment as well as the realistic nature of these attitudes. A number of items on this schedule also relate to the participants' perception of the counselor's role in dealing with minority youths. Pre-institute, post-institute, and follow-up testing with the instrument provide an estimate of attitude change and stability of that change over time.

Schedule C (see Appendix C) is a test of factual knowledge about the world of work as related to impoverished and disadvantaged youth. The schedule contains 25 multiple choice items. This is the only one of the schedules used which has a defined "correct" answer. The others, which are attitude scales, have no pre-judged correct or incorrect answers and are used to *describe* attitudes and *determine changes* which occur over time.

Schedule E (see Appendix D) was designed to describe and evaluate the subjective expectations of the participants concerning their experience in the institutes. This schedule does not permit objective analysis of results as do Schedules A, B, and C, but it provides valuable anecdotal information and impressions.

Schedule E-P (see Appendix E) follows the same general format as Schedule E, but was designed to obtain reactions to the institute after its completion.

Schedule E-F (see Appendix F) is a rating instrument designed to measure the participants' reactions to the institute and its value to them after a period of time has elapsed.

The follow-up portion of the evaluation was done in two phases. In phase one, *all* participants were mailed Schedules B and E-F, plus a questionnaire sampling specific attitudes, behaviors and experiences, four months after the formal institute program.

Phase two was a depth interview program carried out by teams of psychologists who visited each of the 17 cities where institutes were held five to six months after the wind-up of the institute program. It was believed that this time lapse would give participants the opportunity to have put their new knowledge into practice and to have made some impact on problems within their communities.

Pre- and Post-Institute Attitude Survey

In the survey of attitudes concerning poverty and the minority employment problem taken prior to institute participation, the following attitudes emerge as characteristic of the participants on the average:

The following statements were seen as *probably true* by participants:

1. In most urban communities in the United States, poverty is mainly due to lack of skills and education.
2. In most urban communities in the United States, poverty can best be solved by developing better education for deprived children in our school system.
3. In most urban communities in the United States, poverty can best be solved by providing vocational or specialized training for the unemployed.
4. In most urban communities in the United States, poverty can best be solved by exposing youth to successful models from their own group and area.
5. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the lack of understanding—most people do not realize the extent or nature of poverty in the community.
6. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the lack of expert knowledge about how to change established patterns of behavior, especially for particular ethnic groups.

The following statements were seen as *possibly true* by participants:

1. In most urban communities in the United States, poverty is primarily confined to ethnic minority groups.
2. In most urban communities in the Unites States, poverty is confined to people who lack an achievement orientation.
3. In most urban communities in the United States, poverty is confined to substandard slum districts.
4. In most urban communities in the United States, poverty is a normal condition which will never be completely eliminated.

5. In most urban communities in the United States, poverty is mainly due to lack of job opportunities.
6. In most urban communities in the United States, poverty is mainly due to the economic structure of the community (e.g., lack of industries which employ unskilled labor).
7. In most urban communities in the United States, poverty is mainly due to long term family disorder and circumstances (e.g., husband has deserted the family).
8. In most urban communities in the United States, poverty can best be solved by reducing racial prejudice among employers.
9. In most urban communities in the United States, poverty can best be solved by expanding the job market through new private industry in the community.
10. In most urban communities in the United States, poverty can best be solved by relocating people to areas of high demand for workers.
11. In most urban communities in the United States, poverty can best be solved by expanding the job market through government projects.
12. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is community apathy—e.g., it is not a concern of community leadership.
13. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is resistance to change by those satisfied to stay the way they are now.
14. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the continual movement of poorly prepared rural people to cities with no job market.
15. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the expectation that people can succeed regardless of their present circumstances.

The participants were *uncertain* about the following statements:

1. In most urban communities in the United States, poverty is more a problem in the East than in the West.
2. In most urban communities in the United States, poverty is mainly due to discrimination against minority group members.
3. In most urban communities in the United States, poverty is mainly due to lack of knowledge of other possible styles of life.
4. In most urban communities in the United States, poverty is mainly due to lack of resources in a particular area, such as communication and transportation to hear about or get to a job.
5. In most urban communities in the United States, poverty is mainly due to poor welfare and employment laws which encourage dependency.
6. In most urban communities in the United States, poverty can best be solved by denying welfare support to able-bodied breadwinners.
7. In most urban communities in the United States, poverty can best be solved by reorganizing government agency structures which should handle the problem.
8. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the lack of money to support projects designed to reduce poverty.

9. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the need of welfare agencies to concentrate efforts on old and disabled persons when real change could come from concentration on youth programs.
10. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is obsolete or backward government agency structures.

The following statements were seen as *possibly not true* by the participants:

1. In most urban communities in the United States, poverty is a way of life generally acceptable to those who live it.
2. In most urban communities in the United States, poverty is confined to people receiving welfare aid.
3. In most urban communities in the United States, poverty is mainly due to lack of individual ambition to succeed.

The following statements were seen as *probably not true* by participants:

1. In most urban communities in the United States, poverty is mainly a matter of definition—hardly any person is really suffering in the United States.
2. In most urban communities in the United States, poverty is a problem of individual cases rather than a "community problem."

The institute participants appeared to have held well-formed, or fixed, attitudes concerning poverty. They saw poverty as being primarily confined to ethnic minority groups, to people lacking in achievement orientation, or good old American "get up and go." They saw poverty as a real problem but felt the community was not willing to expend effort and money to seek solutions. It was felt that most programs were, in essence, window dressing. While participants believed that poverty might be a function of many causes, most felt it was mainly due to lack of skills and education along with the economic structure of the community (e.g., lack of industries which could employ unskilled labor).

Solutions to poverty, most felt, would be accomplished by providing better educational programs for deprived children within existing school systems, and by providing vocational or specialized training for the unemployed. Exposing minority youth to successful models from their own group and area was also seen as a helpful tool in the solution of the problem. The participants felt that the most important obstacle to the solution of the problem of minority groups was that most people do not realize the nature of extent of poverty in the minority sections of their own communities. They also felt that lack of expert knowledge about how to change established patterns of behavior, especially for certain ethnic groups was a significent problem.

In general, the attitudes outlined above did not undergo a significant change during the course of the institute. Participants maintained their conclusions that poverty is due to lack of skills and education of the impoverished and that solutions to this problem lie in developing better educational programs for the deprived children as well as providing vocational or specialized training for the unemployed.

A few changes, however, were noted. The idea that poverty is mainly due to poor welfare and employment laws which encourage dependency was seen as a less accurate conception of the poverty problem following the institute experience. The participants also became more skeptical of solutions to the poverty problem which involved changes in the welfare laws. Essentially, the participants seem to be saying that legislation is not the cause nor the solution to unemployment and poverty. The participants also were inclined to believe that the most important obstacle to the solution of the problem of poverty is the lack of understanding and realization by the community.

These changes coupled with the attitudes that they maintained indicate that the participants felt very strongly that poverty is primarily due to the lack of skills and education rather than unawareness and poor legislation. Since the counselor's domain includes the acquisition of skills and the attainment of an education, the participants were more willing to see themselves as having an important role in the solution of the problem of poverty.

In summary, the participants left the institute with a feeling of responsibility and commitment to the problem of poverty.

By looking at the attitudes held by the participants prior to the institutes, it is evident that the participants came to the institutes holding many of the attitudes which the institutes had proposed to instill. Despite this, the institutes were successful in achieving a significant change of attitude in the areas of optimism, realism, and commitment.

In assessing the optimism of the participants, it appears that over the period of training, they moved toward the belief that human beings and social institutions (business, social agencies, or schools) are more flexible than they had previously believed. The feeling that change is possible became more marked. In addition to this development of a generalized optimistic outlook, participants also became more optimistic and positive in their feelings that industry is willing to accept a role and contribute in meaningful ways to solutions of social problems. They felt, at the termination of their training, that there are many more opportunities available to minority youth than they had previously believed, in spite of increasing automation, and that even more opportunities could be created if needs of industry and business could be kept in mind and realistically considered in developing programs designed to prepare youth to exploit opportunities available to them.

School counselors developed a belief that they are not as limited as they thought in terms of what they can or cannot do because of what they previously believed to be a lack of time on their part and a lack of cooperation from industry. Also, at the end of the institute, labor unions were less likely to be considered leaders in improving employment opportunities for minorities.

There was no evidence that participants were unrealistic in their optimism. They saw their task as very difficult, and they felt progress would be slow and advancements would come only through persistance in the face of discouragement. They felt generally that in order to reduce substantially the problem of limited opportunities for minority populations, large scale social change and community action would be necessary. They did not feel that any segment of the community could shoulder the responsibility alone, but rather all should assume some responsibility and seek the cooperative movements which would allow change to come about.

Despite the overwhelming optimism in regards to industry's concern, the participants were not unrealistic. They felt more strongly at the end of the institute that industry takes a dollars and cents approach to hiring. Likewise, the optimism concerning the flexibility of youth was coupled with the belief that minority youth desire opportunities that provide security and high pay rather than ones that provide for self-expression and interesting experience.

The area showing the most significant and marked change was that of personal commitment. Counselors developed the attitude that they would have to redefine their own roles and methods of practice if they were to contribute in a significant way to the resolution of relevant social or individual problems. For example, they shifted away from the 8 to 5 working day to the belief that a good counselor for minority youth does not complete his work during the regular working hours; he cannot always remain within the bounds of the traditional counseling relationships; he may at times need to loan money to his clients or intercede between the minority person and authority figures. Commitment to technique and "professional practice" became less important than commitment to individuals. Participants also believed that they would have to argue within their own institutions for the time and freedom necessary to attack the problem.

In the area of knowledge concerning the world of work, as measured by the objective test, it was found that most participants were not very knowledgeable at the outset, and no overall improvement was accomplished by the institute program.

Four-Month Follow-Up Survey

The previous material gives some indication of what attitudes were brought to the institutes and changes that were brought about during the institute experience. The four-month follow-up gives us some insight into what occurred when the participants returned to their jobs.

Significant changes in attitudes did occur. These changes in part reflect the gain in optimism that occurred between pre- and post-institute surveys. The participants increased their optimism concerning the employment future for the minority youth and the opportunities being provided by industry for the minority youth.

Along with this gain in optimism, there also was an increased pessimism concerning the problem of minority unemployment. It was felt that existing bureaucratic organizations in welfare, employment and education must be given up in favor of some entirely new structure capable of handling the problem. Along with this, the attitude emerged that while many people want to help minority youth, they become quickly discouraged.

This feeling of discouragement also appeared in other attitudes. For example, the participants began to feel that dropping out of high school was an indication that an individual is not able or not interested in learning, and that if a person needs a lot of supervision when he begins a job, he will not become a good worker.

The belief that a counselor must remain within the bounds of the traditional counseling relationship continued to become less true for the participants.

More pessimism and discouragement become evident when noting the changes that occurred between the time of the post-institute testing and the four-month follow-up. This pessimism was directed both toward minority youth and toward the role of industry.

Less opportunities were seen for minority youth wishing to enter the labor force than were seen by the participants during the institute. They also began to feel more limitations in what they could do about minority youth problems because of lack of time and cooperation from industry. Discouragement is also noted in the attitude that very often minority youth have to perform at a higher standard than non-minority workers. The ideals of flexibility and personal sacrifices that were noted during the institute became less true for the participants.

It would appear that when the participants returned to their regular employment, they found the actual situation of minority employment very difficult and consequently some of the optimism and commitment found during the institute started to fade.

It becomes obvious that follow-up or continuing contact with participants is of great importance in maintaining the positive gains of the institute experience and should be carefully considered in future programming. Those institutes which provided a good continuation or follow-up program had fewer attitudes of discouragement and pessimism emerging during this period immediately following the institute. Therefore, it would appear that follow-up programs are essential to the perseverance of the attitudes developed during the institute.

Participants brought certain expectations, as well as attitudes, to the summer institute programs. The expectation expressed by the greatest number of participants was that they would gain knowledge about industry's job opportunities and requirements. They also felt that better counseling techniques would be achieved through their involvement in the institutes and that a deeper understanding of the background problems of minority youth would be gained.

At the termination of the institutes the participants felt that these expectations were, in general, met by the programs offered them. Most felt that they had, indeed, obtained a greater understanding of industrial requirements and job opportunities for youth. In terms of solutions to the minority youth unemployment problem, several approaches were seen as necessary by the participants. First, they felt any solution would need a combined effort of community, schools and industry. Second, they felt that the school should offer better vocational education programs and that industry should provide more on-the-job training programs.

In answer to the question "has the institute been helpful to you?" more than 99 per cent of the participants polled at the close of the institutes answered positively. More than 86 per cent stated that the institute had, in fact, met their expectations.

This same generally favorable attitude was still present at the time of the four-month follow-up. From statements given by participants, it is also quite evident that they felt they had gained increased effectiveness in many areas of their jobs as a result of their institute experience. This increased effectiveness was noted in work with minority youths, students, teachers, school administration, and industry personnel.

From the information gained in the pre-institute and post-institute testing and from the four-month follow-up survey, it can be seen that the goals of the Plans for Progress Summer Institutes were in large part achieved—attitudes did change in the desired direction and these attitudes were still evident at the time of the four-month follow-up.

The Site Visits

Five to six months after the formal institute programs teams of evaluators visited all 17 cities where institutes were held. Interviews were conducted with a sampling of participants, their supervisors, personnel officers in industries, and others who might be expected to feel some impact from the institute. The interviews were semi-structured and based in part on the data gathered during pre- and post-testing. In essence, this part of the follow-up program was designed to provide information concerning whether or not the institutes affected the *behavior* of the participants in desirable directions. Specifically, it was hoped that participants would be more effective in their relations with minority youth and that more effective techniques would be developed to increase the employability and employment of minority youth. It was also recognized that efforts by participants alone would not make significant impact on the problems of a given area. For this reason, the investigators searched for chain reaction effects emanating from program participation. Where such effects were located, extensive efforts will be made to describe and appraise related outcomes.

The evaluation teams also sought to determine the extent of continuing contact and communication between the involved segments within the communities where institutes were held.

The evaluators made these observations about the institute participants.

> Before the institute many of the participants could not honestly communicate optimism, because they were not as convinced of it themselves as they were upon the conclusion of the institute.
>
> The participants now know of many people working in the same direction and this gives them the feeling that something not only can be done, but is being done and they are a part of it.
>
> Increased knowledge about jobs, as well as their availability, can be assured to have affected their reality orientation.
>
> The participants became more aware of the expectations, needs and claims of business and industry. The needs of the student can now be realistically related to the needs of the world of work and society at large rather than in isolation.
>
> The participants gained an appreciation for the position of industry. Without doubt the most powerful single effect of the institutes upon participants was the realization of what industry is all about and the kinds of problems industry has, and an appreciation of industry's standard of competence.
>
> Participants began to feel that they as a group were endeavoring to chip away at the problem in spite of the enormity of it. They felt they were doing something significant and yet were not kidding themselves regarding the depth and complexity of the total picture. This was an encouraging mixture of realism and optimism.
>
> The school counselors felt as though the barriers had been removed and they could now pursue, in a much more effective way, the things they were committed to but felt blocked in carrying out.

In addition to these notable effects on participant attitudes and outlooks, the impact of the Plans for Progress Institute was felt in many other areas. Some examples observed by the evaluation teams are noted below:

> One city had a relatively ineffective industry visitation program. This program has been called off for one year for complete reconsideration and restructuring. This upgrading of the industry visitation program was a direct result of the Plans for Progress Institute.
>
> Class content on interviewing and the completion of job applications has been added in some schools.
>
> Involved participants can point to specific placement of minority youths in jobs as a result of contacts made or information gained during the institute.

One institute reported that the program brought about the interaction of Negro and white counselors on a professional level for the first time. This might never have happened in the normal course of events.

Industries report that the participants are continuing to contact them, indicating that channels of communication with business and industry which had previously been closed were open and being used in a vigorous manner.

School counselors report that they are now receiving calls from personnel people in business and industry.

Counselors involved in the institutes find themselves serving as resource people in their schools. They are being called upon by other faculty members to share their new knowledge and their new attitudes.

Giving local industries a first hand knowledge of the limitations faced by educators has moved some to help by instituting their own training programs, and by making surplus or outdated equipment available for use in the schools.

Other specific programs and effects resulting from the summer institute programs are noted in the individual site visit reports. (Appendix H)

Effectiveness of Various Program Formats

What features of the institutes were found to be most effective in furthering the objectives of Plans for Progress Vocational Guidance Institutes?

One of the most potent program techniques was the industrial field trip. If, in the trip experience, participants encountered non-defensive attitudes and basic honesty on the part of industrial personnel, this opportunity for interaction produced favorable results, such as increased communication between industrial and school personnel, and increased counselor knowledge about changing employment conditions and opportunities, particularly for minority youth. It also provided more job opportunities for minority youth by making employers and schools aware of matching potential to job demands. By seeing for themselves that members of minority groups had positions at the various levels in industries, institute participants were impressed by what they concluded to be changing conditions and progress. Both Negro and Caucasian participants expressed this feeling.

Not all of the positive benefits of the industrial field trips came to the participants. Industries, as well, felt a positive impact. Industry representatives stressed the fact that they received a better perspective on the problems of the high school counselor as a result of their contacts on the tours. Contacts made through the tours also provided greater recruitment contacts for personnel officers. Some industries visited by institute personnel reported they were taking a second look at their stated policies and practices in an attempt to be sure that they were, in fact, moving as far and as fast as they could toward truly equal opportunity employment. One industrial representative reported that the Plans for Progress institute really forced him and his plant to take a hard look at what was happening in their employment practices. They were made to evaluate themselves, to upgrade certain of their policies and practices to get ready for the tours.

Because the industrial tours proved to be such a potent program feature, they produced some negative outcome as well. In cases where the field trips were poorly planned, or when participants encountered defensive attitudes on the part of industry representatives, or what they interpreted to be a "window dressing" approach to minority group employment, participants were not receptive to industry. In their reports of reactions to the tour experience, they noted that they were given many technical reasons for the absence of minority group persons on the job. Some stated that industry "dressed up in their Sunday best" just for the tour and that they were given no opportunity to talk with employees about their jobs. Many of the tours unfortunately were of the standard public relations variety, planned for visitors whose interests were much more general. Too often they focused on impressive machines and the president's office rather than on the blue collar worker and his function within the plant.

These poorly planned tours had a definite negative effect on the participants' attitudes toward industry in general. Participants tended to become disillusioned, disgusted and even hostile, at times reacting vigorously and verbally attacking industrial personnel directors as being dishonest, and bluffing in regard to desegregation and the employment of minority youth. Another serious result of the "negative" tour was that the credibility attributed to the other industries participating in the field trip program was affected. In some cases, even though other industries provided useful tours and were sincere in their efforts to provide employment to minority groups, they found it difficult to overcome the poor impression made by the lack of sincerity on the part of the one company providing a "negative" tour experience.

In summary, we found that opportunities for school personnel to tour industries and to discuss what they see there with industrial personnel can, in fact, bring about attitude change on both sides. This program feature seems to contribute to the opening of new vistas for both groups and certainly contributes to the acquisition of more accurate information concerning jobs, job requirements, personnel practices, compatibility of minority youth, etc.

Group discussions involving both industry and school personnel also proved to be a potent program technique. Insitutes which brought industry and school personnel together for intensive, non-defensive, personal interaction had marked impact on the attainment of desired attitude change. The effectiveness of this technique is evident in the increased communication among these individuals in the time since the institute program. In programs where this was accomplished, there is strong evidence of a sustained attitude that since communication has been achieved, other basic objectives of the program can in time be more fully accomplished.

Formal lectures and academic presentations were of less value than the other two common program techniques in bringing about the attainment of the overall goals of the institute. Most institute directors felt that the presentations would be useful in conveying facts about deprived minority cultures. Participants, however, felt that they obtained a more personal and meaningful view of the minority cultures by the use of such techniques as the sociological tour, "living in" the culture, and by other techniques which brought them in direct contact with the minority cultures.

Experience leading to exposure and involvement with the minority sub-cultures had high potential for the accomplishment of defined goals. Direct contact with minority sub-cultures was most closely related to the variable of commitment and contributed to this goal in all institutes where it was employed. Effective positive communication between groups was found to be a powerful element for successful accomplishment of desirable goals. It was further demonstrated that such communication could be accomplished within the limits of the programs conducted. Where this communication and effective relationship was not accomplished, or where it broke down, we found a direct impact on the effectiveness of a given institute, and in fact found potential for negative impact. This suggests that such programming should only be carried out by knowledgeable and competent individuals. Aside from its effect on commitment, the exposure experiences made some counselors more aware that their task is not to show the minority youth how bad his lot may be, but rather to show him how to find and exploit opportunities for self betterment.

Effective leadership by the local institute directors was also found to be the most important factor relating to program outcomes. By way of illustration, we can quote the following comments made about three of the institutes by the evaluation teams:

> "The institute was a rather dramatic success in spite of some of its shortcomings because of the personal enthusiasm and ability of the institute director."
>
> "As a group, industry agreed that the most central factor in operating a successful institute is the selection of an appropriate university and director."
>
> "One of the most impressive aspects of the program can be seen as a reflection of the personal characteristics of the director. He inspired a phenomenal degree of loyalty and enthusiasm in those working closely with him. The institute as a whole was a reflection of his interpersonal skills, his awareness of the importance of public relations and publicity, and his ability to communicate his own commitment to the project."

In the future, major attention must be given to this dimension of planning. Where an outstanding person, judged on the basis of past experience, was leading the program, significant outcomes were virtually assured—only the nature or form of the specific outcomes remained in question.

The most notable weakness identified in building the various institute programs related directly to follow-up or plans for continuing contact among concerned individuals. Where continuing contact did not exist in some form, follow-up evaluation revealed that positive attitudes acquired during the institute experience were quickly lost, or had soured. Most of the positive achievements of the program were still being maintained at the time of the four-month follow-up, and in some cases had been strengthened. However, where there was no follow-up by local institute personnel, pessimism and discouragement was beginning to be evidenced by participants. This pessimism was directed both toward minority youth and the role of industry. Weakening of the commitment of the counselor to the goals of the program was also evident.

Where even a minimum of contact was maintained following the institute program, there was little or no evidence of such regressive shift in attitudes. The opposite was reported in some cases. One institute evaluator reported that the ultimate success of the institute came as a result of a follow-up project and meeting. Another evaluator reported the high school counselors were to a large degree more impressed by the follow-up experience than they had been by the institute itself.

This point of follow-up becomes extremely important relative to subsequent program planning and has bearing on the question of what can be done to help encourage the efforts already underway. It may in fact be true that in some cases the local institute merely provided a vehicle for interested parties to get together to explore and seek answers to common concerns. If an effecitve vehicle has been provided, where none existed before, one could consider the funds and efforts well expended. A caution would be in order if industry should consider withdrawal of support already provided.

Another weakness mentioned by some participants was the tendency of industry to be satisfied with one-way communication. Where this was true, participants felt that industries were not really concerned about the problem, but wanted only to present industries' needs, with the tacit assumption that the school system should meet their standards. They felt that there was little concern for understanding the problems of schools, counselors or the youngsters involved.

In summary, the results obtained from the pre- and post-institute testing and the two follow-up phases of the evaluation indicate that the institutes did in fact affect both attitudes and behavior of the participants. This is most meaningful when comparisons are made with other similar programs. The most striking reaction was one of appreciation (and surprise) expressed by counselors, school administrators, social agency personnel and members of the community at large regarding industry's initiative in proposing and supporting these institutes. Gratitude was expressed repeatedly. Through the many different impressions obtained in the evaluations, it becomes clear that all participants value the interest and initiative shown by industry, and the opportunity for increased communication between industrial and school personnel. They want to do what they can to nourish and foster further development of this spirit of cooperation.

It should be mentioned that at the time the evaluation task was accepted, members of the research team held attitudes which could best be described as skeptical. We had previously been involved in the evaluation of seven summer vocational guidance institutes sponsored by various agencies. At the outset of this project, it was our opinion that *short-term summer programs* were not adequate to tasks such as those outlined by the Plans for Progress Program. It was our feeling that such programs could be effective in the public relations sense, but not in achieving outcomes which in fact would have impact in any meaningful way. For this reason we were initially reluctant to take on the task of program evaluation. However, we can now say that on the basis of the data analyzed, we are convinced the Plans for Progress Vocational Guidance Institutes represent the most effective change agent we have encountered in this area of endeavor. The data available amply validate that significant change and movement, consistent with Plans for Progress goals, has been achieved by means of the summer institute program.

RECOMMENDATIONS

On the Role of Business and Industry in Promoting Counselor Training Institutes

Business and industry plays a role in the institutes which could not be filled by any other group or agency. One of the most prominent results of the institutes has been the positive reaction of participants toward industry for opening this door and expressing this interest in education. As employers of the youth of the nation, industry is in a unique position. No other organized segment of society has the kind of commitment and organizational ability to lend to education in its efforts to educate youth and prepare them to enter into society and the job market. The aggressive interest of business and industry in the problems of education is one of the single most important reasons why the institute has succeeded. The continuation of this interest in how American youth are educated and counseled is a vital element needed in education.

At local levels, the business and industry base should be broadened to include greater representatives from local industry, both for financial support, additional field trip opportunities and most significantly, increased employment opportunity for minority youth affected by local programming.

On the Nature of the Relationship Between the National Office and Local Councils

Local Plans for Progress Councils look to the national office for guidelines and financial assistance. Many local council members feel reluctant to approach local companies for heavy financial underwriting year after year. They feel that contributions by their companies on both the national and the local level may be asking too much. A matching funds approach will probably work best with encouragement of local councils to broaden their base of local support, by soliciting either manpower support or financial support from local business and industry.

The national office should provide guidelines and review proposals of the local councils. However, these guidelines should continue to be flexible enough to leave considerable control with the local councils.

To help establish guidelines and to review programs in light of their guidelines, it is recommended that an advisory and review board be contracted by the national Plans for Progress office. The composition of this board would include experts concerned about the areas of poverty, minority unemployment, and behavioral change.

An Institute Speakers Bureau, coordinated at the national level would be helpful to the local councils. Many institutes were able to enlist extremely capable and captivating speakers. The identification of some of the speakers at the national level could make exceptional speakers more widely available to the various institutes.

On the Selection of Institute Directors and Staff

The Guidance Institute director is extremely important to the success of an institute. Many institutes overcame severe difficulties largely because of the personal enthusiasm and drive of the director. Directors should be chosen for their enthusiasm and commitment as well as for their knowledge, administrative abilities, ability to work with the local educational system, and ability to work with local industry. This means a man with an established reputation at least within the area in which he is to work. The directors must be selected early. Competent educators are often committed six months or more previous to the summer for which their services are sought and the director should be involved in the institute planning. Also, each institute should have one or more associate or assistant directors; there is too much work involved in conducting a smooth-running institute for one man to handle.

Indigenous Persons

From the results reported by the institutes which involved minority youth in their program, it is recommended that future institutes should evaluate this technique for incorporation. Minority youth were able to transmit the nature of their culture very clearly to the participants. Formal lectures and presentations seemed less effective in reaching this goal. The presence of the minority youth in the program also tended to give an institute an ongoing touch with the realities of the problem of minority unemployment. This procedure was especially helpful to those counselors who did not come from schools that were heavily populated with minority youth.

On the Vocational Guidance Institute in the Context of the Community

In order to achieve the greatest effect for the funds to be expended, Plans for Progress Institutes should be coordinated with local, state and federal programs. Churches and other civic organizations may be enlisted as cooperating agencies at the local level, since they are often able to furnish space, manpower, or allied programs which will enhance the program. The broadest possible base of community support is essential for maximum effectiveness of the program.

On the Structure of Plans for Progress Institutes

The optimum length of Plans for Progress Institutes would seem to be three weeks of intensive work with a planned follow through. This follow through is an essential feature for the maintenance of changes which have been achieved during the period of intensive effort. Our studies have shown that the commitment and enthusiasm developed during the institute dissipates in the ensuing months if it is not reinforced by follow-up meetings and transferred into concrete actions.

One way in which concrete action can be implemented is for participants to plan programs during the period of the institute which are to be carried out during the following year. Follow-up meetings of the group may then be focused on these projects.

Another aspect of the follow-up program should be the establishment of some means of communicating information or employment opportunities directly to school counselors. A constant flow of job descriptions and *current employment needs* should be maintained in order that counselors and other persons in the system remain well informed.

On the Content of Plans for Progress Vocational Guidance Institutes

In planning an institute, a balance should be achieved in the emphasis placed on the need for attitudinal and motivational change in underprivileged persons, the need for broad-based change in the culture, the need for changes in school programs, and the need for changes in industry hiring practices and training programs.

The program format should achieve a balance in the use of viable lecture methods, meaningful field trips to industry, group interaction techniques, supervised interviewing practice, meaningful field trips to poverty areas, vocational counseling, and educational counseling.

Lectures delivered at the first graduate year level are usually not well accepted; participants feel they are being "talked down to." They want to hear practical, experience-oriented lectures. The topic and the man is more important than whether he is from industry, government, or the academic sphere. An important factor to bear in mind is that the best speakers, especially those from academic settings, make their plans far in advance, and therefore must be contacted as early as possible to insure their availability.

Field trips to industry must be carefully planned and carried out. Participants *want to see people at work and to talk with them about their work,* they are not as interested in the company's product or the glamour aspects of the company. Small group discussions following the industrial tour have been found useful. It has worked out well to plan the follow-up discussion on the premises in order that questions the participants have about what they have observed can be answered immediately. As a feedback device to industry, evaluation forms have been completed and turned back to the industry before the group leaves the plant. This approach has been found helpful to both participants and to the cooperating industry because it makes the dialogue between industry and education real, immediate and two-way.

Small group discussions have been found effective during many phases of the institutes. After a certain amount of learning, participants want to be able to talk with their colleagues, to exchange ideas, and to reflect on their experiences. Such discussions should have an experienced leader. When there is no leader, the uncontrolled intensity of the group interaction can produce interpersonal conflicts which overshadow the purpose of the discussion.

Supervised interviewing experience is an important mode of instruction which many counselors have not experienced in their training. The Plans for Progress Institutes can fill this need if it exists. When developing plans for this experience, and in getting the experiences, the director and supervisors should carefully check the background and previous experiences of the participant and exercise as much sensitivity in his supervision as they expect the participant to develop. The educators should note however, training which focuses on traditional technique rather than *goal oriented* interaction is not likely to prove effective with the students in this program.

One of the most effective means found to enhance the dialogue between industry and education is a large group meeting where all participants meet with representatives of business and industry to compare, challenge and confront one another with problems and proposed solutions. Prior to using this technique, fears were expressed that it would not work at all or that it would get out of hand. Neither fear was realized. One person usually moderates these discussions. It is his responsibility to see that the discussion does not get out of hand. A preparation session has been used in order that questions could be formulated and the program outlined prior to the discussion. (Some of these sessions continued for six or more hours.)

Consistent with local needs, emphasis in the institute program should be on assisting the *individual* to help himself, regardless of his racial or cultural background. Too often, the individual counselor has been intimidated by the focus of an institute, failing to recognize its applicability to problems which will confront him. For example, an institute might focus on Negro employment problems in the area, and the counselor might fail to see how he can apply the principles because there are no *Negroes* in *his* school.

Labeling of the group focus of the institute was a reoccurring problem. Some individuals saw negative connotation where others saw none, and issues about differences which operationally made no difference contributed to the weakening of some programs.

The young person who has already dropped out of school (or is about to drop out), or the delinquent youth who is unprepared for employment became a very real concern in many institutes. These individuals were not seen as the legitimate concern of either of the involved groups—school or industry. Yet as individuals, they tended to personify the cultural problem. There must be a willingness to seek new solutions rather than the evidenced desire to make only old programs work.

On the Selection of Participants

Participants for the Plans for Progress Vocational Guidance Institutes should be selected from the broadest range possible. In order to establish and maintain a dialogue between industry and education, persons from many areas should be included. When a representative of one segment is missing, responsibility for a situation tends to be transferred to him. The persons present have difficulty achieving the proper perspective under these conditions. Participants should be chosen by the director, in cooperation with the school administration, for the achievement of optimal effects. Participants from all of the following groups should be encouraged:

1. Teachers. These may be teachers of vocational education, vocational cooperative education, distributive education, English and social studies, or others according to the local situation.
2. School administrators and curriculum supervisors. Persons in these positions are important because of their power to affect the counselor's role in the school system. Also, instruction units often need study and change in light of the results of the institute program.
3. High school counselors and placement counselors. In some school systems the guidance counselor is discouraged from doing placement work because there are specialists in placement. Persons in both roles can benefit from the program.
4. Union representatives. Because of the very important role which unions play in the American labor market, representatives of the unions should be included.
5. Junior High School counselors. These counselors are seeing students during a critical transitional period. The institute programs can stimulate a communication between junior high school counselors and high school counselors which typically does not exist. This cooperation is important to the schools' holding power.
6. State Employment Services counseling and placement workers. These persons can benefit from the knowledge and data acquired in the institute. Also, their inclusion increases communication to another segment of the chain of persons concerned with the employment of youth.
7. Industry employment interviewers and personnel officers. Persons in such jobs have much to give other participants because of their unique position. They can also gain from the experience because they may not share in the philosophy of their company. No matter how much the leadership of a company believes in opportunity for minority employment, by the time this philosophy has filtered down through the channels of communication, it may be lost. The institute experience allows these persons to meet with others who are concerned with similar problems and provides points of contact useful to both education and industry.

Appendices and Bibliography

APPENDIX A

Place of Institute ....

Name ....

Address ....

Telephone No. ....

Place of Employment ....

Name of Supervisor ....

Supervisor's Address ....

Supervisor's Telephone No. ....

SCHEDULE A

Each of the following statements concern proverty in urban communities. You are to read each statement and record your opinion on the scale provided below each statement. It is important that you express your personal opinion.

1. In most urban communities in the United States poverty is primarily confined to ethnic minority groups.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

2. In most urban communities in the United States poverty is confined to people who lack an achievement orientation.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

3. In most urban communities in the United States poverty is mainly a matter of definition—hardly any person is really suffering in the U.S.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

4. In most urban communities in the United States poverty is a way of life generally acceptable to those who live it.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

5. In most urban communities in the United States poverty is confined to sub-standard slum districts.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

6. In most urban communities in the United States poverty is more a problem in the East than in the West.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

7. In most urban communities in the United States poverty is confined to people receiving welfare aid.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

8. In most urban communities in the United States poverty is a normal condition which will never be completely eliminated.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

9. In most urban communities in the United States poverty is a problem of individual cases rather than a "community problem."

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

10. In most urban communities in the United States, poverty is mainly due to lack of individual ambition to succeed.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

11. In most urban communities in the United States, poverty is mainly due to lack of skills and education.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

12. In most urban communities in the United States, poverty is mainly due to lack of job opportunities.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

13. In most urban communities in the United States, poverty is mainly due to discrimination against minority group members.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

14. In most urban communities in the United States, poverty is mainly due to lack of knowledge of other possible styles of life.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

15. In most urban communities in the United States, poverty is mainly due to the economic structure of the community (e.g., lack of industries which employ unskilled labor).

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

16. In most urban communities in the United States, poverty is mainly due to long term family disorder and circumstances (e.g., husband has deserted the family).

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

17. In most urban communities in the United States, poverty is mainly due to lack of resources in a particular area, such as communication and transportation to hear about or get to a job.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

18. In most urban communities in the United States, poverty is mainly due to poor welfare and employment laws which encourage dependency.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

19. In most urban communities in the United States, poverty can best be solved by developing better education for deprived children in our school system.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

20. In most urban communities in the United States, poverty can best be solved by providing vocational or specialized training for the unemployed.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

21. In most urban communities in the United States, poverty can best be solved by denying welfare support to able-bodied breadwinners.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

22. In most urban communities in the United States, poverty can best be solved by reducing racial prejudice among employers.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

23. In most urban communities in the United States, poverty can best be solved by expanding the job market through new private industry in the community.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

24. In most urban communities in the United States, poverty can best be solved by relocating people to areas of high demand for workers.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

25. In most urban communities in the United States, poverty can best be solved by exposing youth to successful models from their own group and area.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

26. In most urban communities in the United States, poverty can best be solved by expanding the job market through government projects.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

27. In most urban communities in the United States, poverty can best be solved by reorganizing government agency structures which should handle the problem.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

28. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is community apathy—e.g., it is not a concern of community leadership.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

29. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the lack of understanding—most people do not realize the extent or nature of poverty in the community.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

30. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the lack of money to support projects designed to reduce poverty.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

31. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the lack of expert knowledge about how to change established patterns of behavior, especially for particular ethnic groups.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

32. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is resistance to change by those satisfied to stay the way they are now.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

33. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the continual movement of poorly prepared rural people to cities with no job market.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

34. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the need of welfare agencies to concentrate efforts on old and disabled persons when real change could come from concentration on youth programs.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

35. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is the expectation that people can succeed regardless of their present circumstances.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

36. In most urban communities in the United States, the most important obstacle to the solution of the problem of poverty is obsolete or backward government agency structures.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

APPENDIX B

Place of Institute ....
Name ....
Date ....

SCHEDULE B

Each of the following statements concern the general problem of employment for minority youth. You are to read each statement and record your opinion on the scale provided below each statement. It is important that you express your personal opinion.

1. Given certain conditions, a person's character can change or be changed at any age.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

2. A person's character is most strongly influenced by early association, but as his environment changes, he will, to some varying degree, change with it.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

3. Hope, opportunity, trust, and understanding are some of the basic factors which can induce character change.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

4. Early training in the first ten years of life pretty well establishes what a person will be like the rest of his life.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

5. If a person needs a lot of supervision when he begins a job, he will not become a good worker.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

6. If a person observes that his parents have poor work habits, he will probably have poor work habits.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

7. It will be virtually impossible to substantially reduce minority unemployment in this country without large-scale social change.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

8. Existing bureaucratic organizations in welfare, employment, and education must be given up in favor of some entirely new structure capable of handling the problem.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

9. Minority unemployment will never be eliminated entirely as long as we have individual differences.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

10. More jobs can be created through the constructive use of economic and social activity.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

11. Most people who are unemployed would like to have a job.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

12. The human being is sufficiently flexible that he can be taught a continuing series of new kinds of jobs as technological change makes his old knowledge and skills obsolete.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

13. The influence of a person's natural drive and ambition is more important in explaining his chronic unemployment than the influence of his immediate social situation.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

14. If a person has enough motivation, he will make opportunities for himself in spite of other obstacles.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

15. Existing organizations have not substantially reduced minority unemployment.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

16. In order for democracy to be successful, you must have social awareness in the middle class.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

17. Human nature is such that there will always be unemployment.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

18. There is a place for increasing numbers of minority youth in the labor market.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

19. There are many opportunities now present for minority youth wishing to enter the labor force.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

20. The employment future looks bright for minority youth.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

21. A good counselor completes his work during his regular working hours.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

22. In working with minority youth, a counselor must remain within the bounds of the traditional counseling relationship.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

23. The counselor should never loan money to his clients.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

24. A good counselor will intercede between the minority group student and authority figures.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

25. A good counselor never lets himself be manipulated by his client.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

26. Successful counseling with minority group students will require more time and effort than with other students.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

27. Since minority youth need structure in their lives, it is wise for the counselor to insist on strict scheduling.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

28. Industry and government are more committed to finding a solution to the employment problems of minority youth than are the school counselors.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

29. School counselors are limited in what they can do about minority youth problems because of lack of time and cooperation from industry.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

30. High school counselors have a big job to do with respect to the employment problems of minority youth.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

31. School counselors can apply the knowledge that they get from industry to the school situation.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

32. School counselors generally have an explicit program for cooperating with industry.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

33. School counselors' efforts should be directed toward those who have not achieved a significantly successful school experience.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

34. School counseling should be directed toward the employment problems of youth at least as much as toward college prep counseling.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

35. Because of the difficulties involved in minority youth counseling, no counselor should be expected to spend full time in this area.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

36. Counselors should be expected to teach some minority youth how to meet common social expectations.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

37. Personal sacrifices must be made by the counselor in the counseling of minority youth.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

38. It is the counselor's job to give young people a sense of direction.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

39. In some cases the need of the individual will have to be placed before the need of the job.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

40. Since industry is paying the wages, they have a right to demand uniformly high performance without regard to individual differences.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

41. Industry takes a dollars and cents approach to hiring.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

42. Very often minority youth have to perform at a higher standard than non-minority workers.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

43. Most of the solutions to the problems of the unemployed minority youth are being contributed by industry.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

44. Although many people want to help minority youth, they become quickly discouraged.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

45. A good solution to the problem of minority youth employment would be to relocate the youth into areas where there is more opportunity for employment.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

46. Most federal employment legislation has been enacted to help the extremely poor.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

47. Minority youths should be encouraged to seek jobs where they know their minority status will be accepted.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

48. Occupations in which non-whites are now concentrated will be growing more slowly than other occupations.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

49. A minority youth who is a high school drop-out has practically no chance of securing employment.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

50. A high school graduate is more effective in his work, regardless of the work, than a non-graduate.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

51. A high school graduate is more employable than a non-graduate.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

52. Labor unions have been in the forefront with respect to improving employment opportunities for minorities.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

53. Minority youth desire employment opportunities that provide for self-expression and interesting experience rather than opportunities that provide security and high pay.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

54. In order to be a good industrial worker, one should enjoy hard work.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

55. Everyone who really wants to find a job can find one.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

56. There are enough jobs in the economy for everyone who wishes to work.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

57. Because of minority youths' lower level of aspiration, counselors often feel unable to do much to help them.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

58. Because of automation, industry is no longer capable, as they were in the past, of hiring minority youths.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

59. Dropping out of high school is an indication that an individual is not able or not interested in learning.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

60. A poor high school performance probably indicates poor performance on the job.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

APPENDIX C

Name ....

Date ....

Place of Institute ....

SCHEDULE C

Please circle the correct answer for each question. Answer all items.

1. Minority groups in many urban communities are increasing each decade at a rate of:
   (a) 10 per cent
   (b) 25 per cent
   (c) more than 50 per cent
   (d) less than 10 per cent
2. What proportion of the poor is in urban areas?
   (a) 1/10
   (b) 1/4
   (c) 1/2
   (d) more than 1/2
3. Living conditions for minority groups living in northern cities are:
   (a) better than those of minority groups living in southern cities
   (b) worse than minority groups living in southern cities
   (c) about the same as those minority groups living in southern cities
4. The proportion of culturally deprived children now living in the 14 largest cities in the country is:
   (a) 1/10
   (b) 1/5
   (c) 1/3
   (d) 1/2
5. A culturally deprived student from an urban center can be expected to be:
   (a) of low-intelligence
   (b) indifferent to responsibility
   (c) dishonest
   (d) lazy
6. In the next decade what occupational group will show the greatest increase?
   (a) professional and technical
   (b) skilled
   (c) semi-skilled
   (d) unskilled
7. In which of the following fields have Negro males made the greatest occupational gains?
   (a) professional and technical
   (b) skilled labor
   (c) semi-skilled labor
   (d) unskilled labor
8. The number of Negro workers in professional, technical, clerical, sales and skilled jobs has increased during the past 20 years by:
   (a) one-fourth
   (b) one-half
   (c) doubled
   (d) tripled

9. The number of non-whites employed in unskilled jobs is proportionally
   (a) greater than
   (b) about the same as
   (c) less than
   whites employed in the same area.
10. The proportion of non-white workers to white workers in white collar jobs is:
   (a) greater than 1:1
   (b) 1:1
   (c) less than 1:1
11. Automation is a major factor in eliminating
   (a) 500
   (b) 5000
   (c) 30,000
   (d) 40,000
   jobs per week.
12. Most of the improvement in the occupational status of the Negro since 1940 has been due to:
   (a) migration
   (b) more job opportunities
   (c) better education
   (d) increased racial tolerance
13. Which kind of person is most likely to get the job?
   (a) the experienced
   (b) the educated
   (c) the one with the influence
   (d) the one with the most seniority
14. What proportion of Spanish Americans are migrant workers?
   (a) one-tenth
   (b) one-fifth
   (c) one-fourth
   (d) one-half
15. Unemployment rates for non-whites are in what proportion to the unemployment rates for white workers?
   (a) same as
   (b) one-half
   (c) double
   (d) triple
16. A semi-skilled or skilled worker may expect to upgrade his skills during his occupational life:
   (a) one to five times
   (b) six to ten times
   (c) eleven to fifteen times
   (d) sixteen to twenty times
17. One important reason why an employer's expectations of educational level has been rising is that:
   (a) the jobs require more education
   (b) general rise in educational level
   (c) need for more skilled workers
   (d) relative supply and demand of educated workers
18. In considering job factors the factory worker would most likely choose:
   (a) advancement
   (b) security
   (c) interesting experience
   (d) opportunity for self-expression
19. Most valued ability of the counselor is to be able to:
   (a) present alternatives clearly
   (b) listen
   (c) solve problems
   (d) impress the counselee

20. An I.Q. score is:
    (a) a measure of innate ability
    (b) what an I.Q. test measures
    (c) to be interpreted strictly as a limiting factor
    (d) an indicator of mental age
21. Interest tests usually show:
    (a) the capabilities of a person
    (b) the areas where he will function satisfactorily if he has capabilities
    (c) aptitudes
    (d) temperament
22. Which of the following jobs would have the best employment prospect for a minority youth?
    (a) auto mechanic
    (b) electrical appliance serviceman
    (c) shoe repairman
    (d) barber
23. Which of the following jobs takes the least amount of training?
    (a) auto mechanic
    (b) barber
    (c) baker
    (d) electrician
24. Which of the following occupations would most likely be gained by on-the-job training?
    (a) accountant
    (b) draftsman
    (c) commercial artist
    (d) electrician
25. Which of the following occupations would tend to have the lowest wage in general, etc.?
    (a) auto mechanic
    (b) barber
    (c) cook
    (d) shoe repairman

APPENDIX D

Name ....

Date ....

Place of Institute ....

SCHEDULE E

Discuss in your own words your own views with respect to:

1. What, if any, additional knowledge and skills do you expect to gain at the Plans for Progress Institute?

2. What do you think should be done about poverty and minority group employment problems in your home area?

3. What other expectations do you have concerning the Institute?

APPENDIX E

Name ....

Date ....

Place of Institute ....

SCHEDULE E-P

Discuss in your own words your own views with respect to:

1. What, if any, additional knowledge and skills did you gain at the Plans for Progress Institute?

2. What do you think should be done about poverty and minority group employment problems in your home area?

3. Were there any differences between the lecturers from industry, government and academic institutions? What were they? Which did you like best?

4. Would you like for the Institute to be longer or shorter?

5. Has the Institute been helpful to you? In what way?

6. Did the Institute meet your expectations? In what way? How did it differ?

7. Recommendations you would like to make for future Institutes.

APPENDIX F

Name ....

Date ....

Place of Institute ....

SCHEDULE E-F

1. Did you learn or gain practice in counseling skills that have helped you since you have returned to your jobs?
   ☐ none ☐ uncertain ☐ very much

2. Did you learn or gain knowledge in counseling skills that has helped you since you have returned to your job?
   ☐ none ☐ uncertain ☐ very much

3. How do you feel about your effectiveness in working with poverty and minority groups because of your experience in the institute?
   ☐ no change ☐ uncertain ☐ much change

4. Have you been able to be more or less effective in working with industry since your experience in the institute?
   ☐ less ☐ uncertain ☐ more

5. Have you been able to be more or less effective in working with students since your experience in the institute?
   ☐ less ☐ uncertain ☐ more

6. Have you been able to be more or less effective in working with teachers since your experience in the institute?
   ☐ less ☐ uncertain ☐ more

7. Have you been able to be more or less effective in working with administration since your experience in the institute?
   ☐ less ☐ uncertain ☐ more

8. Of the experiences in the institute I value the academic
   ☐ least ☐ uncertain ☐ most

9. Of the experiences in the institute I value the practical experience
   ☐ least ☐ uncertain ☐ most

10. Of the experiences in the institute I value the lecturers from industry personnel
    ☐ least ☐ uncertain ☐ most

11. Of the experiences in the institute I value the lecturers from educational personnel
    ☐ least ☐ uncertain ☐ most

12. Of the experiences in the institute I value the lecturers from governmental personnel

☐ least ☐ uncertain ☐ most

13. Now that you are away from the institute and back on the job, do you have any further recommendations for future institutes?

APPENDIX G

A Study of Attitude Change of Institute-Trained Counselors Relative to the Counseling of Disadvantaged Youth

by

Mary L. Carstens Smith (MPS)
Advisor
Professor Theo. Volsky Jr.

This technical report by Mrs. Smith was done to establish the validity of noted movement on Schedule B of the Plans for Progress Vocational Guidance Institute experimental battery. In this study Mrs. Smith was able to administer the experimental battery to a control group of forty counselors in training twice over an interval of time comparable to that involved in the various institute training programs. Her analyses, for the populations used, verify the findings of significant movement found by the Plans for Progress research team for Plans for Progress institute participants but demonstrate no comparable movement for the control group. These findings give weight to our conclusions that the movement noted was a function of program participation rather than other spurious factors.

This report is included for the information of the Plans for Progress central staff.

ABSTRACT

This study developed out of a program of evaluation of institutes supported by Plans for Progress and intended to reach secondary school counselors with information concerning vocational guidance for disadvantaged youth. Subjects were one hundred forty-four secondary school personnel in six institutes. It was hypothesized that the subjects' attitudes of optimism, realism, and commitment toward counseling with disadvantaged youth would be changed as a result of the total experience of the institute training. It was also predicted that a comparable control group would show no similar changes. An attitude inventory designed especially for the evaluation program was administered on the first and last days of the institute and results were compared by means of a t-test of significant differences. A similar comparison was made with a control group made up of counselor trainees measured twice over the same interval of time with the same attitude inventory. Results expected by the hypothesis were obtained. Attitudes of optimism, realism, and commitment were significantly changed in the desired direction among the experimentals, while the control group showed no such change. It was therefore determined that the Plans for Progress institutes had an effect on verbal attitudes. Relationships between verbal attitudes and behavior as well as the motivational bases for attitude change was discussed but not determined.

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Chapter I

BACKGROUND

The need for evaluation of the outcomes of certain institutes, designed to increase the effectiveness of counselors in dealing with disadvantaged youth, forms the background of this study. The supportive body involved was Plans for Progress, an organization of the nation's largest industries attempting to play a role in the movement to remove the causes of social and economic deprivation. The intent of this organization has been to reach high school and junior high school counselors through these institutes with information concerning the culture of poverty, the opportunities available for minority youth and the needs of industry in this regard.

Basic objectives hoped to be gained by these institutes were: "To realistically acquaint the participants with the present employment situation; . . . acquainting participants with opportunities available for minority group youth . . . to help participants better understand and communicate with minority youth . . . to involve participants in the program to the extent of developing better means of helping students in their schools especially in regard to helping them raise and broaden their occupational aspiration levels . . . to enhance educators' and counselors' understanding of the attitudes which economically deprived youth hold toward such matters as employment . . . to help participants better understand the psychological sets which characterize minority youth."[1]

From analysis of the goals and objectives mentioned, a framework of evaluation was developed which utilized the principles underlying attitudes and attitude change. An attitude inventory was especially written for this evaluative framework.

For precise evaluation one should study the changes brought about by the institute in terms of behavior, by comparing actions of the subjects before and after the institute. Attitudes are but one of several direct determinants of behavior; and therefore the evaluation is removed a step from the criterion. However, in many cases it is inappropriate or impossible to directly measure behavior, and changes in the latter must be inferred from corresponding changes in attitude. An attitude is described as an organization of beliefs about a cognitive object. Altering these beliefs involves introduction of relevant material into a new frame of reference. It is assumed that attitude change occurs because of intellectual curiosity or reality-testing, or out of a desire to be accepted by a group taking on group norms.[2]

This rational approach to attitude change was employed by the Plans for Progress institutes. Formal lectures and study about the culture of poverty and job opportunities for minority youth provided the new material, while a new frame of reference was provided by actually living in the environment of the urban poor as well as interviewing disadvantaged youth who had dropped out of school. The general pattern of living among the trainees was close and communal, perhaps bringing about a sense of group identity and need for social approval. The envisioned result was a change of attitude on the part of the trainees, hopefully with attendant changes in behavior toward the counseling of the disadvantaged. If the goals were attained according to the evaluation, the trainees would have greater optimism regarding job opportunities for disadvantaged youth, tempered with greater realism concerning their unique handicaps. Most particularly the trainee would be more committed to the solution of these problems.

As a foundation to this evaluation the present paper attempted to study its measured attitude change.

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[1] George Leonard, "A Workshop for the Analysis and Study of Employment Problems of Minority Youth," (Detroit: Wayne State University), pp. 2-5. (Mimeographed.)

[2] Irving Sarnoff and Daniel Katz, "Motivational Bases of Attitude Change," *Journal of Abnormal and Social Psychology*, XLIX, (March, 1954), pp. 115ff.

Chapter II

STATEMENT OF THE PROBLEM

I. Question to be studied.

Will the attitudes of vocational counselors toward the guidance of disadvantaged and minority youth be changed by the total experience of an institute with this change as its goal? When presented with relevant material on the culture of poverty, job opportunities for disadvantaged youth, and techniques for effective counseling with these youth in a social environment conducive to such change, will junior and senior high school counselors change their attitudes about, and increase their commitment toward working with these youth:

II. Subproblems.

A. Will there be significant differences on scales of optimism, realism, and commitment between scores of an attitude inventory taken before the institute and those on an identical inventory taken after the institute?

B. Will an equivalent control group show comparably significant change on the same scales over the same amount of time without the institute experience? Will the experimental groups and the control groups differ significantly from each other on these scales on the pre-test measure?

C. Will the amount of attitude change measured vary with the particular institute involved? Will different institutes differ in amount of change realized?

III. Research Hypotheses.

A. The experience of the institutes will effect attitudes so that the post-test inventory will yield higher scores on the three scales—optimism, realism, and commitment—than will pre-test inventory.

Therefore:

$$T_{2_{el}} \qquad T_{1_{el}}$$

B. The difference scores between pre-test and post-test measures will be greater for the experimental group than for the control group on the three scales.

Therefore:

$$D_E \qquad D_C$$

C. Difference scores will vary significantly among the various individual institutes.

Therefore:

$$T_{2_{E1}} - T_{1_{E1}} \qquad T_{2_{E2}} = T_{2_{E1}} \qquad T_{2_{E3}} - T_{1_{E3}} \ldots$$

Chapter III

LIMITATIONS OF THE STUDY

I. Delimitations.

This study claims to measure expressed attitudes only, mindful of the discrepancy between attitudes expressed and real attitudes, beliefs, and values; or between attitudes and behavior. This study does not purport to validate the attitude inventory by behavioral criteria. Therefore, it must be remembered that the information gleaned from the inventory may be subject to distortions due to the presence of the social approval motive, failure in memory, reluctance to reveal true feelings, and response set.[3]

This study does not claim to explore or explain the reasons behind the attitude changes, outside the framework of the theoretical motivational bases for attitude change, but focuses on the change itself.[4]

Due to the scope and diversity of the several institutes, the concession is made that isolation of every relevant variable affecting attitude change cannot be complete.

The study aims at measurement of gross group change rather than individual change. The experimental group sample consists of 144 trainees (counselors and other school officials associated with disadvantaged youth) in 6 institutes for whom complete pre-test and post-test data was available, out of a finite population from 16 institutes. Forty subjects composed the control group.

II. Basic Assumptions.

This study assumes that each subject is reacting to the attitude inventory with his true feelings. It assumes that, despite the diversity in curricula and living conditions among the various institutes, that common objectives will produce content which is basically similar. Variations in quality of instruction, leadership, and interaction will be reflected, if they exist, in different amounts of group change. Precise information as to the content of the individual institutes was unavailable beyond the level of preliminary outlines and prospecti put out by the various directors.

The study assumes that the sample defined is representative of the total population. This assumption rests on the circumstance that the inventory was not available in time for pre-testing of the earliest institutes; and there is no evidence to indicate that the incomplete data would bias the results.

In using the t-test for comparing means of two samples, it must be assumed that the populations sampled have equal variances or are equal in size and that both populations are normally distributed. It has been assumed that since the same individuals were measured twice with the same instrument, the pre- and the post-test data are likely to be correlated, and therefore it is appropriate to use the t-test for comparing means of paired observations.[5]

The study assumes that the attitude inventory is reliable and valid for the purpose intended. Fundamentally, the assumption must be made that attitudes are measurable, that they vary along a linear continuum, and that the inventory used is sensitive to their changes.

[3] Allen L. Edwards, *Techniques of Attitude Scale Construction,* (New York: Appleton-Century Crofts, Inc.).

[4] Sarnoff and Katz, *loc. cit.*

[5] Kenneth H. Kurtz, *Foundations of Psychological Research,* (Boston: Allyn and Bacon, Inc., 1965), p. 170.

III. Definition of terms.

Attitude. An attitude is an enduring system of positive or negative evaluations, emotional feelings, and pro or con action-tendencies with respect to a social or psychological object.[6]

Psychological Object. The psychological object is any symbol, phrase, slogan, institution, ideal or idea toward which people can differ with respect to positive or negative affect.[7]

Attitude Scale. An attitude scale is a group of well-edited statements about a psychological object which the individual may or may not endorse.

Summated Ratings. The summated rating scale is a technique for measuring attitidues along a linear continuum from definitely agree to definitely disagree on a five-to seven-point scale.[8]

Value System. Value systems are derived from association with need gratification or deprivation and with emotional arousal.[9]

Disadvantaged. The term disadvantaged refers to populations which have in common such characteristics as low economic status, low educational achievement, tenuous, transient, or no employment, cultural deprivation, and limited potential for upward nobility. They are handicapped by depressed social and economic status and most as well by caste status. Children in this category show disproportinately high rates of social maladjustment, behavioral disturbance, physical disability, and mental subnormality, and are not reached by public schools who expect common cultural readiness on the part of all students.[10]

IV. The Instrument of Measurement.

Examination of the attitude inventory used in this study must be placed under the general heading of "limitations."

Using the stated objectives of the Plans for Progress institutes as well as the evaluative framework, a special group of assessment tools was created to fit the specifications noted. For content material, the *Monthly Labor Review* and Wrenn's *The Counselor in a Changing World* were used. *The Colorado Story,* a publication concerning a somewhat similar type of institute, was also drawn upon for material and format. From the resulting three assessment tools, one was selected for the present study. Results from the other schedules are beyond the scope of this study.

The schedule selected is a fifty-seven item inventory designed to measure attitudes of optimism, realism, and commitment concerning the counseling of disadvantaged youth. The technique of summated ratings is used, locating a response on a seven-point linear continuum ranging from definitely true to definitely not true. Scale values were so assigned to attribute greater weight to a response of greater optimism, realism, or commitment. A group score can thus be obtained by adding together the item values of each participant. The item value is the sum of the scale values multiplied by the response frequencies.[11]

Reliability. The reliability of the instrument ascertained by the split-half method was found to be .86, corrected by the Spearman-Brown formula.

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[6] David Krech, Richard S. Crutchfield, and Egarton L. Ballachey, *Individual in Society,* (New York: McGraw-Hill Book Company, Inc., 1962), p. 177.

[7] Edwards, *op. cit.*, p. 3.

[8] *Ibid.*

[9] Sarnoff and Katz, *op. cit.*, pp. 155ff.

[10] Edmund W. Gordon and Doxey A. Wilkerson, *Compensatory Education for the Disadvantaged,* (New York: College Entrance Examination Board, 1966), pp. 1-11.

[11] Edwards, *op. cit.*, p. 149.

Validity. The most common definition of validity is that it is the extent to which a test measures what it purports to measure. Ghiselli points out,[12] however, that the meaning of validity is not fully agreed upon by all. In the case of predictive validity, empirical relationship between scores and some external criteria is necessary, whereas, in the case of content validity the exercise of personal judgment is instead required, and the description of validity is given in verbal rather than numerical terms. What is required for the process is an operational definition in behavioral terms of the traits to be evaluated and judgment of the extent to which the set of items represents all aspects of the traits involved.[13]

In the case of the present study, validation by the latter method must necessarily be the most relevant and efficient. Because of the dichotomy of attitude and behavior, merely assessing the empirical strength of the inventory to measure the attitudes involved would be meaningless. The real criterion here is the behavioral changes involved for example in the increased commitment toward working with the disadvantaged youth in a counseling situation. Unfortunately, assessment of the behavioral change must necessarily be outside the scope of the present study for practical reasons.

The most likely approach then is to attack the problem of validity in the rational, judgmental sense rather than an empirical one.

It is defined that a counselor who is more optimistic in his behavior and actual involvement with counseling disadvantaged youth will act on the realization that the disadvantaged person is not chained to his present conditions but instead has the eminent possibility of upward mobility. In the Rogerian sense he experiences the disadvantaged youth as a person in the process of becoming. He reacts to people in the light of a positive belief in human nature; that individual differences are a positive factor toward social and economic improvement. He reacts to society in the same light; as basically good, liable to improve, that present resources are adequate for social betterment, that opportunities are available if training is provided. He works toward providing this training and finding other opportunities which could open up for these youth. On the other hand he does not give up his efforts to reach these youth out of a feeling that they are basically lazy or that society as a whole must change before betterment can come about. Basically he will attempt to keep these youth in school or some kind of training and try to motivate them toward upward mobility in any way he can.[14] If he behaves this way, chances are he will answer the item "Given certain conditions, a person's character can change or be changed at any age" with the response "definitely true;" and the item "Human nature is such that there will always be unemployment" with the response "definitely not true."

Likewise, the counselor who is most committed to the solution of problems experienced by disadvantaged youth will go beyond what is professionally expected of him in his relationships with these youths. He will give them more attention, more time, more of himself. He will be willing to go outside his office to the environment experience by these youth. He will formulate programs to cooperate with industry so that the non-college bound can be more effectively placed and employed during vacations. He will exceed the boundaries of the traditional relationship. A counselor who behaves in this manner will probably respond "definitely true" to the item, "Successful counseling with minority group students will require more time and effort than with other students." He will relate the item "School counselors generally have an explicit program for cooperating with industry," to his own experience and programs, and answer "definitely true."

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[12] Edwin E. Chiselli, *Theory of Psychological Measurement*, (San Francisco: McGraw-Hill Book Company, 1964), pp. 335ff.

[13] *Ibid.*, pp. 341-346.

[14] Gordon and Wilkerson, *op. cit.*, p. 101.

A counselor who is realistic is one who has at his disposal the facts and figures concerning the special handicaps of the disadvantaged youth, what he can expect if he drops out or decides to stay in school. This counselor knows about the culture of poverty, the lack of motivators, successful role models, lack of aspiration experienced by these youth. He keeps himself informed about job opportunities in the area. Not only does he have a knowledge about these things, but his attitude is affected by them, and he behaves accordingly. To the item "Very often minority youth have to perform at a higher standard than non-minority workers," he will answer "definitely true." He will answer "definitely true" to the item, "Occupations in which non-whites are now concentrated will be growing more slowly than other occupations," but "definitely not true" to the item, "A poor high school performance indicates poor performance on the job."

In the inventory as a whole, all of the items kept can meet the criteria of judgment relative to a defined trait. However, it is very possible that the inventory does not meet the second criteria of content validity, that of a complete sampling of the traits involved.[15] For this reason the validity is still somewhat liable to question, and this should be kept in mind in evaluating the conclusions of the study.

Dealing with verbalized attitudes may also be defended by use of Hilgard's concept of the relationship of the change in symbolic behavior or verbal response to a change in subsequent behavior, and the prior necessity of a verbal commitment to action preceding that action.[16]

Changes in mediating, verbal response and the connection of these changes to overt behavioral changes is re-emphasized by Krumboltz.[17]

Chapter IV

SIGNIFICANCE OF THE STUDY

Personal importance is derived from a long-standing concern for the welfare of the disadvantaged in the public schools and in the job market, with notice of the lack of concern and commitment on the part of those secondary school personnel who work with them. If it can be ascertained that informational and inspirational institutes of this kind can actually change attitudes and behavior, then similar techniques can be applied on a wide scale. The special problems of the disadvantaged may at last get the attention they deserve. A radical change in treatment of the disadvantaged, however, can only come about if these and similar techniques are applied to those persons in positions of responsibility of the making of policies, rather than counselors, many of whom are already sensitive to these problems.

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[15] Ghiselli, *op. cit.*, p. 346.

[16] E. R. Hilgard, "Human Motives and the Concept of the Self," *American Psychologist*, II, (March, 1949), pp. 374-382.

[17] J. D. Krumboltz, "Counseling for Behavioral Change," (paper read at the American Personnel Guidance Association, Boston, Mass., April, 1963).

Chapter V

REVIEW OF RELATED LITERATURE

Attitude change in the literature of psychology generally is focused on variables which cause the change and secondarily with the change itself. Causal factors which have been identified are types of communications used, type of argument used for persuasion, prestige and position associated with the communicator, pressure to conform, etc. These variables will be considered with interest, but are not the primary concern of the present study. It is of foremost interest here to note that, in all the studies, attitude change does take place for one reason or another.

Although not purely research, an article by Sarnoff and Katz[18] provides theoretical foundation for research in attitude change. This article discusses the hypothesis that all people alter their attitudes in terms of three motivational contexts. The first of these is reality testing. Attitudes may be a function of the range of information accessible to the individual in regard to the psychological object. Man will cling to information which he has until it is replaced with more reliable information. The second context is reward and punishment which are involved when attitudes are adopted as a consequence of externally applied social sanctions. The third motivational basis for attitude change is ego defense. One may alter attitudes to gratify physiological or social needs, to resolve inner conflict, or permit the expression of unconscious impulses. The Rational Approach to attitude change involves attacking the cognitive object and the frame of reference in which it is perceived. Attitudes may also be changed by the application of rewards and punishments, by manipulating group norms. The best method of attitude change is by tapping several motivational contexts.

Another pioneer work relative to attitude change theory is Festinger's[19] cognitive dissonance theory which states that when a person is forced into an attitudinal or behavioral position contrary to his own cognitive set, he will experience dissonance or discomfort reducable by altering his cognitions to accomodate the new material. Many supportive studies deal with the implications of this theory for attitude change.

Osgood and Tannenbaum[20] present a theoretical model of attitude change which considers that change is determined by the source of the message, the original attitude toward the concept evaluated by the source, and the nature of the evaluative assertion. Predictions of change are based on a combination of a principle of congruity, a principle of susceptibility as a function of polarization, and a principle of resistance due to incredulity for incongrous messages.

The relationship of verbal commitment to behavioral change is one concept of Hilgard's.[21] He describes the self-concept as a set of mediational or self-signaling language responses and shows how these verbal responses are important determinants in subsequent behavioral responses. Changes in symbolic behavior are often indicative of overt behavioral changes, and thus the hypothesis that a verbal commitment to change is often a precondition of that change.

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[18] Sarnoff and Katz, *op. cit.*, p.

[19] L. A. Festinger, *Theory of Cognitive Dissonance*, (Evanston, Ill.: Row, Peterson, 1957).

[20] Charles E. Osgood and Percy Tannenbaum, "The Principle of Continguity in Attitude Change," *Psychological Review*, LXII, (March, 1955), pp. 42-55.

[21] Hilgard, *loc. cit.*

Arnette, Davidson, and Lewis[22] attempted to establish that attitude change via communicated material could be affected by introduction of the prestige variable. Two graduate classes at Columbia Teachers College were used as subjects, and were given Harper's Test of Social Beliefs and Attitudes. On re-test both groups were shown the reactions to the test of "graduate educators from ten outstanding schools of education in this country" and told to give their own reactions. Their "expert opinion" key was marked to give the maximum liberal response possible on the test. Results showed that the two groups were equal on their liberal and conservative responses on pretest. Both groups showed highly significant net per cent changes to liberal attitudes, seemingly as the result of the prestige variable.

Carlson[23] studied whether changes in attitudinal affect result from altering perceptions of the attitude object as leading to the attainment of valued goals. One hundred eighty-three psychology students were used as subjects and were administered a test of attitudes concerning Negro housing segregation, as well as a value measure in which they were to rate statements concerning general life-goals and from which a value satisfaction index and a perceived instrumentality index were obtained. Three weeks later the Experimenter read to half the subjects a pertinent selection of material and led a discussion. The other subjects acted as controls. Three weeks later the original test was again administered to all. A contingency table was set up to distinguish categories of attitude change as well as instrumentality and satisfaction ratings. The original hypothesis, that subjects who changed in perceived instrumental relationships (i.e., who saw the attitude position as instrumental in attainment of valued ends) would also change in attitude, was confirmed by a significant chi square value. It was clearly shown that the proportion of subjects changing attitudes on the housing segregation issue was greater for the experimental group than the control group.

Hardy[24] investigated the possibility that attitude change would be greater when the individual is faced with unanimous opposition in a small group, and also when the person has greater affiliation motive. Subjects were pretested on four instruments to determine their attitudes toward divorce, and to measure their affiliation motive. Two months later each subject was assigned to a discussion group with five confederates who would present their opinions as opposite of that of the subject. Following this procedure the subject filled out the post-test questionnaire. T-test results showed that the absence of social support was significantly related to attitude change in the direction of conformity. The hypothesis concerning affiliation motivation and conformity was unconfirmed.

Houland and Pritzker[25] attempted to study the relationship between the amount of opinion change advocated and the amount actually produced. Three groups of students were given a questionnaire on twelve unrelated topics. A month later the questionnaire was given again with the communications. One advocated an opinion slightly different from the one originally held by the individual, another advocated a moderately different opinion. Tests of significance on difference scores based on mean change were determined for each individual for each category of change. The results showed that a greater change in opinion is produced by large than by small amount of advocated change.

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[22] Claude E. Arnette, Helen H. Davidson, and Hallett N. Lewis, "Prestige as a Factor in Attitude Change," *Sociology and Social Research*, XVI, (September, 1931), pp. 49-55.

[23] Earl R. Carlson, "Attitude Change Through Modification of Attitude Structure," *Journal of Abnormal and Social Psychology*, LII, (March, 1956), pp. 256-261.

[24] Kenneth R. Hardy, "Determinants of Conformity and Attitude Change," *Journal of Abnormal and Social Psychology*, LIV, (May, 1957), pp. 289-294.

[25] Carl I. Houland and Henry A. Pritzker, "Extent of Opinion Change as a Function of Amount of Change Advocated," *Journal of Abnormal and Social Psychology*, LXV, (March, 1957), pp. 257-261.

Kerrick and McMillian[26] studied what effect communications material have on attitude change when it is presented to subjects as being designed to change attitudes rather than provide information. Forty-four college journalism students were given a pre-test of attitudes concerning various issues. The subjects were then read four fictitious newspaper articles concerning the tested material. The group was divided randomly into two groups for the admisintration of the post-test. Instructions for Group A said that this study was designed "to find out how your attitudes were changed as a result of the news stories you read." Based on the difference data, it was concluded that informing subjects that experimental materials are expected to change their attitudes will significantly alter their response to these materials. The difference, however, is in terms of magnitude rather than direction of change.

In an early study, Knower[27] examined the effects of oral and printed material on attitudes of prohibition. He also studied several correlates of attitude change. The Smith-Thurstone Attitudes Toward Prohibition scale was administered to two groups of students before and after they were exposed to written speeches concerning prohibition arguments on either side, some logical, some persuasive. Data was organized by groups and a t-test measured differences in mean score within groups and between groups. Statistically significant group changes in attitude change may occur as a result of presenting arguments to subjects in printed form. Subjects with a strong attitude orientation one way or the other experienced intensified attitudes toward the subject.

Peak and Morrison[28] attempted to determine the relationship between attitude position and the acceptance of information. One hundred sixty-nine phychology students acted as subjects. In the first phase, all subjects were administered attitude scales for six issues including segregation, as well as the California F scale. In phase two, the change procedure, the experimental group was told they would participate in a "test of objectivity" by listing all the facts they could think of for the elimination of segregation and all the consequences involved with removal or non-removal. In this way it was hoped that exposure to all relevant material could be attained and the amount of information possessed by each subject could be measured. Meanwhile, the control group was assigned unrelated tasks. Chi square tests related mean number of information items accepted to original attitude position. A significant chi square indicated that in the control group, attitude position is significantly related to pro- and anti-segregation items of information accepted; information known does not consistently vary with attitude position. The difference between experimental and control subjects on amount of information known is not closely related to the compatibility of attitude position and communication point of view. Significant differences are closely related to attitude position.

Spector[29] studied the effects of a seminar dealing with human relations management on attitudes of Air Force ROTC cadets. Ten detachments of cadets were assigned to a leadership and management seminar aimed at inculcating human relations attitudes and techniques, and were administered the Attitudes Test in Human Relations before and after the seminar. Air Force Officers rated high in human relations behavior on the job acted as the criterion group, and their scores were compared to those of the subjects. A t-test was used to assess differences between pre-test scores and criterion group scores and post-test and criterion scores. Item-by-item significant differences showed up on twenty-six of the thirty-nine items, indicating that there had been an attitude change affected by the seminar.

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[26] Jean S. Kerrick and Daniel A. McMillan, III, "The Effects of Instructional Set on the Measurement of Attitude Through Communications," *Journal of Social Psychology*, LIII, (January, 1961), pp. 113-120.

[27] Franklin H. Knower, "Experimental Studies of Changes in Attitudes—II," *Journal of Abnormal and Social Psychology*, XXX, (March, 1936), pp. 522-532.

[28] Helen Peak and H. William Morrison, "The Acceptance of Information into Attitude Structure," *Journal of Abnormal and Social Psychology*, LVII, (January, 1958), pp. 127-135.

[29] Aaron J. Spector, "Changes in Human Relations Attitudes," *Journal of Applied Psychology*, XLII, (June, 1958), pp. 154-157.

Weiss[30] studied the relationship between judgments of the communicator's position and extent of attitude change concerning treatment of juvenile delinquents. The Wang-Thurstone scale of attitudes toward the treatment of criminals was used on three groups of students. Two different experimental groups were read arguments on two sides of the issue. They were then asked to take the test indicating their own opinion and that of the communicator. Means and standard deviations were computed for all groups, and compared. Results showed that judgment of the communicator's position was not significantly related to the aggregate changes experienced by the subjects. Opinions of the experimental group were significantly more extreme than the controls in attitude toward the subject.

Generalizations derived from these studies relevant to the present paper involve two ideas: movement and the procedure of change. Change procedures involve the introduction of some new material content with induced motivation to change. Movement refers to the phenomenon, viewed in every study, that whatever the trait being measured, there occurs some movement or change with respect to that trait.

Instruments of measurement in most of the preceding studies are rationally derived, and validated with rational rather than empirical means, as is the case with the inventory used here.

Chapter VI

RESEARCH DESIGN

Pre- and post-test data were used in an equivalent-group design in this study. Subjects were institute trainees; i.e., counselors and administrators in secondary schools where disadvantaged and minority students are concentrated.

For each institute, the attitude inventory was administered on the opening and closing days. During the ten-day to two-week interval, the subjects were presented with lectures and material concerning job opportunities for minority youth and the culture of poverty. They received training in counseling techniques of particular effectiveness in this area. Field trips to local business establishments were arranged so that they could learn about hiring policies and needs, as well as special problems which business and industry experience in handling disadvantaged youths who have prematurely terminated education. Close interaction among subjects was encouraged and outside interference reduced. This total institute experience forms the intervening variable in the present study.

A control group, consisting of counselor trainees in graduate classes at the university was administered the attitude inventory twice over a comparable interval of time, but having none of the experimental manipulation.

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[30] Walter Weiss, "The Relationships between Judgments of a Communicator's Position and Extent of Opinion Change," *Journal of Abnormal and Social Psychology*, LVI, (May, 1958), pp. 380-384.

$$T_{1_{E_1}} \text{———————IV———————} T_{1_{E_2}}$$

$$T_{1_C} \text{————————————————————} T_{2_C}$$

Group scores, obtained by totaling the sums of scale values multiplied by response frequency, were calculated for each of the experimental groups and the control group and compared by means of a t-test.

Chapter VII

ANALYSIS OF DATA

Hypothesis I. Data obtained by a test of differences in means applied to pre- and post-test results of the experimental groups generally supported the research hypothesis. On the scale of optimism, a value of t equal to 1.56, though not significant at the .05 level, was a difference in the desired direction. A t value of 3.50, significant beyond the .01 level, was found on the scale of commitment. The data from the realism scale showed a 3.07 value of t to exist, indicating a significance also beyond the .01 level. Values in all cases were found to be in the direction of greater optimism, realism, or commitment for the experimentals. Combined scales show a t test result of 3.69 for the experimental group as opposed to a 1.68 value for the control group.

Hypothesis II. It was found by the pre- and post-test results on the control group that no similar results occurred. In the case of all three scales, differences failed to exceed the .25 level of significance.

Hypothesis III. There was no significant differences in scalar values among the various individual institutes, as determined by several measures of difference tests between one institute and another. Values of t varied from .36 to 1.55. Institute results were therefore taken as a whole rather than individually.

Secondary Hypothesis. A test of differences between experimental and control groups on the pre-test measures of the combined scales indicated differences not beyond chance levels; t=.29, supporting the contention that the groups did not differ from one another at the outset.

Non-significant differences on the combined scales between the two units of the control group, one using a two-week interval and the other with a three-week interval, indicated that differences in the length of the time interval will not cause significantly different results. The value of t in this case was .24.

TABLE OF RESULTS

Comparisons (t values) between Pre-test Results and Post-test Results

	Combined Scales 57 items	Optimism 19 items	Realism 21 items	Commitment 17 items
Experimental Group N=144	3.69**	1.56*	3.07**	3.50**
Control Group N=40	1.68*	-1.20	-0.86	-1.30

Secondary Hypothesis: Comparison of Experimental and Control Groups on Pre-test Results

	n	$\overline{X}$	t
Experimental	144	4.74	0.29
Control	40	4.69	

Comparison of Post-test Results in Two Classes of Controls

	n	$\overline{X}$	t
Group A 2-week	20	4.72	0.24
Group B 3-week	20	4.62	

Comparisons between Individual Institutes, No. 1, 8, 9, 14, 16, 17

	d.f.	t
Experimental 1 vs. 17	65	1.55*
Experimental 14 vs. 17	55	0.36
Experimental 8 vs. 9	16	1.11
Experimental 14 vs. 9	27	1.01
Experimental 1 vs. 8	37	0.89
Experimental 17 vs. 16	83	1.23

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* Value of t significant at .10.

** Value of t significant beyond .01.

Chapter VIII

CONCLUSIONS AND DISCUSSION

The principal hypothesis of this study was that significantly greater amounts of optimism, realism, and commitment would be found on an attitude inventory administered after the total experience of an especially-designed institute than would be found on a similar test administered before the institute. T-test data of significant magnitude and in the desired direction supported this hypothesis. The control group, administered the same pair of tests over a similar span of time but without the institute experience, showed no significant differences from one testing to another. Group scores of the experimentals did not differ greatly on the pre-test from those of the controls, supporting the contention that the two groups were not drawn from different populations with respect to the variable measured. These results taken together may serve to indicate that the institutes did affect attitudes as measured; that re-testing over time has no such effect with similar individuals. Mindful of several uncontrolled variables mentioned above and possible distortion due to the measuring instrument, it may safely be assumed that the Plans for Progress institutes directly affected attitudes of optimism, realism, and commitment in reference to the counseling of disadvantaged youth. The relationship between verbalized attitudes and behavior remains unsubstantiated. If the position is adopted that a verbalized commitment to action is a precondition of that action, then the expectation can be made that the counselors involved in this study will behave in a more positive manner when counseling the disadvantaged, be more concerned with the realities of their unique situation, and reveal increased energies in seeking a solution to their problems.

The nature of the relationship between the expressed attitudes and the behavior in question, as well as the underlying bases for their change remain hypotheses to be tested and apt subjects for further investigation.

Follow-up investigations of the post-institute behavior of the counselors involved will make evaluation more meaningful in terms of expanding this type of program, validating the attitude inventory and rendering it useful for similar research, as well as supporting the conclusions of the present study.

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Appendix

SCHEDULE B

Each of the following statements concern the general problem of employment for minority youth. You are to read each statement and record your opinion on the scale provided below each statement. It is important that you express your personal opinion.

1. Given certain conditions, a person's character can change or be changed at any age.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

2. A person's character is most strongly influenced by early association, but as his environment changes, he will, to some varying degree, change with it.
3. Hope, opportunity, trust, and understanding are some of the basic factors which can induce character change.
4. If a person needs a lot of supervision when he begins a job, he will not become a good worker.
5. If a person observes that his parents have poor work habits, he will probably have poor work habits.
6. It will be virtually impossible to substantially reduce minority unemployment in this country without large-scale social change.
7. Existing bureaucratic organizations in welfare, employment, and education must be given up in favor of some entirely new structure capable of handling the problem.
8. Minority unemployment will never be eliminated entirely as long as we have individual differences.
9. More jobs can be created through the constructive use of economic and social activity.
10. Most people who are unemployed would like to have a job.
11. The human being is sufficiently flexible that he can be taught a continuing series of new kinds of jobs as technological change makes his old knowledge and skills obsolete.
12. The influence of a person's natural drive and ambition is more important in explaining his chronic unemployment than the influence of his immediate social situation.
13. If a person has enough motivation, he will make opportunities for himself in spite of other obstacles.
14. Existing organizations have not substantially reduced minority unemployment.
15. In order for democracy to be successful, you must have social awareness in the middle class.
16. Human nature is such that there will always be unemployment.
17. There is a place for increasing numbers of minority youth in the labor market.
18. There are many opportunities now present for minority youth wishing to enter the labor force.
19. The employment future looks bright for minority youth.

20. A good counselor completes his work during his regular working hours.
21. In working with minority youth, a counselor must remain within the bounds of the traditional counseling relationship.
22. The counselor should never loan money to his clients.
23. A good counselor will intercede between the minority group student and authority figures.
24. Successful counseling with minority group students will require more time and effort than with other students.
25. Since minority youth need structure in their lives, it is wise for the counselor to insist on strict scheduling.
26. Industry and government are more committed to finding a solution to the employment problems of minority youth than are the school counselors.
27. School counselors are limited in what they can do about minority youth problems because of lack of time and cooperation from industry.
28. High school counselors have a big job to do with respect to the employment problems of minority youth.
29. School counselors can apply the knowledge that they get from industry to the school situation.
30. School counselors generally have an explicit program for cooperating with industry.
31. School counselors' efforts should be directed toward those who have not achieved a significantly successful school experience.
32. School counseling should be directed toward the employment problems of youth at least as much as toward college prep counseling.
33. Because of the difficulties involved in minority youth counseling, no counselor should be expected to spend full time in this area.
34. Counselors should be expected to teach some minority youth how to meet common social expectations.
35. Personal sacrifices must be made by the counselor in the counseling of minority youth.
36. It is the counselor's job to give young people a sense of direction.
37. In some cases the need of the individual will have to be placed before the need of the job.
38. Since industry is paying the wages, they have a right to demand uniformly high performance without regard to individual differences.
39. Industry takes a dollars and cents approach to hiring.
40. Very often minority youth have to perform at a higher standard than non-minority workers.
41. Most of the solutions to the problems of the unemployed minority youth are being contributed by industry.
42. Although many people want to help minority youth, they become quickly discouraged.
43. A good solution to the problem of minority youth employment would be to relocate the youth into areas where there is more opportunity for employment.
44. Most federal employment legislation has been enacted to help the extremely poor.
45. Minority youths should be encouraged to seek jobs where they know their minority status will be accepted.
46. Occupations in which non-whites are now concentrated will be growing more slowly than other occupations.

47. A minority youth who is a high school drop-out has practically no chance of securing employment.
48. A high school graduate is more effective in his work, regardless of the work, than a non-graduate.
49. A high school graudate is more employable than a non-graduate.
50. Labor unions have been in the forefront with respect to improving employment opportunities for minorities.
51. Minority youth desire employment opportunities that provide for self-expression and interesting experience rather than opportunities that provide security and high pay.
52. In order to be a good industrial worker, one should enjoy hard work.
53. Everyone who really wants to find a job can find one.
54. Because of minority youths' lower level of aspiration, counselors often feel unable to do much to help them.
55. Because of automation, industry is no longer capable, as they were in the past, of hiring minority youths.
56. Dropping out of high school is an indication that an individual is not able or not interested in learning.
57. A poor high school performance probably indicates poor performance on the job.

Appendix H

ON-SITE INSTITUTE REPORTS

Upon returning from trips to the cities where Plans for Progress Vocational Guidance Institutes were conducted, interviewers were immediately "debriefed" by one of the project evaluators. These sessions were tape recorded and the pertinent data abstracted and transcribed. This information was incorporated in the body of this report.

Evaluation teams wrote reports on each of the institutes they visited. All of these reports are reproduced here to provide information specific to each institute program.

These reports are not written according to any specific outline. Interviewers were trained previous to visitations as to what they should look for relative to specific and generalized objectives of the Plans for Progress program. However, each interviewer was allowed to work within his own unique style of reporting in order to minimize effects which might be a function of reporting format rather than interviewer observation. In spite of the fact that writing styles vary considerably, we are confident that the reader will be able to see beyond style to note the consistent as well as the unique aspects characterizing each of the training programs.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE I

INTRODUCTION

The project has just begun, and this evaluation is based only on the "live-like-a-dropout-for-a-week" phase of the program. Some of the major parts of the project are still to be carried out. The February 25th meeting with labor will confront some of the policy problems of hiring a person with a police record in a security plant, as well as the bonding issue. The "work-in-industry" phase will be held in March. A final one and one-half day evaluation session in a retreat setting will be held with some non-involved person to help collect the evaluation statements made by the participants. Thus any evaluation at this time is necessarily limited to the preliminary aspects of the Plans for Progress Institute.

The industrial representatives on the steering committee refuse to be interviewed at this time. They feel that they have very little to say now of an evaluative nature. Also, one does not want to speak for the others on the committee. They are willing to offer their comments and criticisms after their phase of the program in March. Thus this report is a preliminary survey of the kinds of attitudes and experiences that were based on the early experiences of the participants and the project director.

This Plans for Progress Institute was initiated from the national level through the local steering committee. After considerable discussion with university persons a proposal was submitted and a director was chosen for the project. On the recommendation of two representatives from Washington, D.C., the project was accepted and implemented along the lines of the proposal.

I. *The Director:*

The director designed and carried out the program with the help of two assistants. The institute was characterized by many of the techniques and procedures which have been developed and perfected in previous projects, such as CAUSE. The director has a philosophy of education, programming and procedures which is unique. His approach is experimental, comprehensive and creative, based on involvement and focused on real life experiences. The issues that seemed to be of importance to him were as follows: His primary and basic goal was that of attitude change. Industry felt that the schools must change to cope with the problem of the dropout and unemployable disadvantaged youth. School personnel believed that the students must change their attitude, while the disadvantaged youth believed they were misunderstood. In such a situation, the director designed the institute to bring about a real confrontation of all of the groups involved, allowing each to present his argument.

II. *The Physical Facilities:*

The program was carried out in a second rate hotel in a fairly low, but respectable, socio-economic area of the city. Although the hotel accommodations were adequate, lectures and presentations were held in a basement room amidst rather crude surroundings. The environment was appropriate because of the nature of the seminar and fit in with the poverty orientation that dominated the five and one-half day session which initiated the year-long Plans for Progress Institute.

III. *The Participants:*

Ten high school and junior high counselors participated in the project. They were selected by secondary school principals in the public school system. There was a wide variety in the type and motivation of the participants. Because of several late substitutions, the actual makeup of the participant roster was not complete until the first meeting of the project. All of the counselors were males. Two were Spanish-American, one was Negro and the others were Anglo-Saxon. The age of the participants varied from fairly young counselors to a few who appeared to be near retirement age.

Several industrial participants came part-time and sat in on some meetings, but did not live in the hotel nor participate fully in the project. Some of the counselors recommended the original plan of industry supplying one representative for each counselor be enforced in future seminars.

IV. *Project Location:*

According to the director the actual percentage of employed Negroes in the area was about 11% in the industries represented by Plans for Progress. This was consistent with the national directive that requires industries to employ Negroes in the proportion that they are represented in the community. Since no quota system for Spanish-American or other minority groups exists, there is technically no problem in this area. The industries are not obligated to employ Spanish-Americans, even though they represent 6.5% of the metropolitan population. They do look for some outstanding representatives of this minority group, thus the local situation is one of concerned people attempting to think in terms of human values and social concerns.

The majority of people in the lowest socio-economic group in this area are Spanish-American. The Negro population apparently is fairly well accepted, and many of them are moving upward toward the lower middle class socio-economic level and share many of the middle class values.

In the four schools we visited, it was apparent that there was effective integration of the student body. Each of the schools, even one which is predominately Negro, has a Spanish-American population of fair size. The integration process is apparently not a major issue at this time. The faculty and the student body have learned to work together fairly well.

V. *The Program:*

The basic goal of the institute was to change the attitudes of everyone involved in any phase of the project. The methodology was primarily one of encounter and involvement.

The institute consisted of a one-week "live-in" experience with lectures, field trips, taped interviews and many experiences in poverty areas. Seminars scheduled throughout the year included contact with labor representatives and work experience in industry. A follow-up evaluation will be made.

The institute was a free, open and rather caustic confrontation of various and opposite points of view which was controlled enough so that the situation did not get out of hand. Hurt feelings and some rather tense moments occurred when the disadvantaged youth confronted the industrial representatives with cold hard facts from their own personal experiences, which were contradictory to what the industrial representatives said about company policy and procedure. Counselors were asked to interview these disadvantaged youth on tape and at the end of the interview the tape recording was critiqued by the interviewed youth and sometimes by the staff of the Plans for Progress Institute. Counselors often talked condescendingly to the youth about their employment problem. The youth were allowed to tell the counselors what the situation was like from their point of view and to critique the approach used by the counselor in the controlled setting. With this type of frank confrontation by people representing different points of view, some attitudes were shaken and even changed. The seminar encouraged this straight forward encounter, this dialogue of reality, through field trips and other experiences which were prearranged for the participants. The program was designed to bring about a realistic orientation on the attitude and outlook of the disadvantaged youth. The participants lived for one week the life of a disadvantaged youth who had dropped out of school. The participants attempted to find employment while wearing shabby clothes and two days' growth of whiskers. They felt the rejection of employment agents and the superficial handling of their situation. They went out to the early morning market and attempted to get various manual labor jobs such as picking onions. They spent time with the disadvantaged youths just walking and trying to kill time visiting bars. One evening was spent in the youth's home. They rode in police cars and experienced the type of relationship that the police have with the people of this sub-culture. They experienced the disrespect and criticalness of minority group people toward the police. Thus the counselors were exposed directly to many dimensions of the kind of sub-culture that helps produce the unemployable youth.

VI. *Critique of the Project:*

A. *Negative*

Some participants objected to the masculine orientation of the project. There were no female basic instructors and very little, if anything, was said about working with girls from the disadvantaged areas. The entire program was very much male oriented. Only one or two women sat in on some sessions, and one mother of a dropout spoke at one session.

The proclivity of some minority youth to start a home and family was ignored. Thus, the sexual aspects of dropping out of school were omitted entirely.

Another criticism was the overemphasis placed on the Spanish-American disadvantaged youth who is basically unemployable and represents an extremely difficult group to counsel. The participants counsel students from varied background, some of which were represented by the kind of students used as basic instructors in the counselor training phase of the program. The basic instructors used in the demonstration projects had been out of school for sometime and thus were not typical of the recent dropout. One youth opportunity center counselor supplied many of the basic instructors, so the project was somewhat limited in the kind of dropouts.

The counselors who participated did not have any real choice in what they were going to do. They were not oriented or warned about the nature of this project. They were suddenly dropped into some rather unique experiences and forced to go through them.

Their experiences have been labeled variously by different people. Most of them say that leading the life of the disadvantaged youth for one week was a very distasteful and terrible experience. However, there are a number of enthusiastic accounts of the experience. Generally, the participants felt the experience was worthwhile in spite of the fact that they disliked it.

Preparing the counselors for the experience might have lessened its impact, for they may have formed some preconceived sets prior to the encounter.

Participants felt that the Plans for Progress staff assumed that they had never before gained empathy with an underprivileged boy. Three of the participants had a rather impressive record in dealing with the underprivileged. One participant stated that the lack of empathy seemed to be the focus in criticizing the tape recorded interviews. Criticism was often made at the expense of the counselor, often in terms of ridicule. The staff told the participants to be more sensitive, to listen, to be more empathic and understanding but did not represent these qualities themselves in conducting the seminar.

Industrial representatives had promised to supply ten representatives who would go through the entire project with the ten counselors. This was to be an important aspect of the project design. However, industry failed to supply these people and only three to six industrial representatives attended some the the meetings while none of them actually participated in every event of the seminar. None were involved in the live-in experience and the field trips.

Industrial representation was inconsistent. A number of people rotated in a spot designed for one person to fill during the entire experience. The impact that industry had upon this one week experience was questionable. Participants suggested that an industrial representative go through the same program with a counselor. They could share some vital experiences and information concerning the dropouts during this entire week experience. Actually this idea was in the original design.

Many participants objected to the extension of the program over nine months because they could attend only the one week workshop and not the follow-up sessions.

B. Positive

Most of the positive results are of a general nature, whereas the negative results were based on specific programs, personalities, techniques or events that were irritating or disturbing. Participants, when discussing positive aspects mentioned specific experiences, speeches, contacts, and confrontations of other points of view. The positive impact was cumulative and participants found it difficult to single out one highlight, person or event which was the most outstanding. Responses were neither neutral nor indifferent. Evidently, even the more critical participants became involved because they left with deep feelings. The enthusiasm and intense responses fostered by the institute were still expressed by the participants after several months of being back on the job and away from this experience. The participants said, "we may not have liked some of the things we did but we'll never forget them," or "we may not have appreciated them at the time but they seem to be making a difference in the way we approach things now."

Thus, without exception, the participants experienced to some degree what the program was designed to achieve. Some of the counselors mentioned that the experiences in this workshop had been more impressive than they had experienced in other programs.

The two Spanish-American counselors and one Negro counselor who participated were made aware of the fact that they are members of minority groups. A minority person who rises out the the poverty sub-culture and becomes an acceptable member of the middle class is often very unsympathetic, insensitive, domineering and even inappropriate for helping other members of his race to leave their poverty culture and climb above it as he did himself. Since we had three representatives of these minority cultures in the project it was significant that through what they experienced the Spanish-American and Negro participants had to cope again with some of the feelings that they once had known and repressed. They may have been helped even more than the Caucasian counselors to revise their attitudes and to become aware again of what it was like to be a member of a minority group.

The majority of counselors seemed to agree that the clinic did focus on the problems of dropouts and that their problem was directly related to business. A continuity of exchange should be established between business, school and the students. This program was one way of bringing to mind the fact that this type of communication is vitally necessary.

The aspect of the program that all of the counselors commented on was the selection of the dropouts as the basic instructors. They felt it was a valuable experience to hear directly from the people in this situation.

Several of the participants commented "we have been counseling for 30 or 40 years. We don't need or like these young people directing the conference to tell us how to counsel. We resented them telling us that we were not counseling very well and pointing out some of our weaknesses. As a matter of fact we felt we could probably tell the staff a thing or two. However, after we had concluded interviewing one of these disadvantaged youth and they would tell us that we didn't listen and that we didn't really understand them, we realized it was the kind of truth that no one wanted to hear. We had to listen to the disadvantaged youth, consider their point of view and take them seriously." One counselor reported that he was still listening to the tapes that he had made while interviewing the disadvantaged youth in the project and to the critiques made by these students at the end of the tape, such criticisms as, "I told you what you wanted to hear," or "you're full of bull, you don't understand my situation," or, "I have really tried all of the things you have suggested and none of them are the answer for me," or "actually you don't really care" or "you should have done something more for me than what you have done."

One basic instructor pointed out the effect of the use of the word "if." Many times the counselor would pass off the situation saying, "If I can do anything for you I certainly will." Although they say this with all the feeling and sincerity that they can muster at the time, the minute the disadvantaged youth hears the word "if" he closes his ears and mind. He realizes that more than likely nothing will happen. Thus the terms used by the counselors, the manner in which the counselor handled the situation, the unwillingness of the counselor to really listen and seek to understand the situation were pointed out effectively on the tapes by the basic instructors.

This self-awareness and indication of attitude change was also reported about some of the basic instructors and dropouts who participated in the project. Once they had been able to verbalize and communicate their point of view to the counselors and to industry two decided to go back to school. However, some rather disappointing experiences occurred when they returned to school. The very first day one student was told to go get a haircut and when he refused to do this he was kicked out or never readmitted. Although not a very lasting benefit, at least there was attitude change which apparently was accomplished by means of the design of the project.

VII. *Programs Resulting from the Institute:*

Some of the tangible results at the junior high school level was the development of a vocational study room, a number of vocational experiences were introduced into the social studies classes, reading material was made available to the students, speakers were brought into the school on career days and field trips were arranged to visit industries.

In another case a counselor had an idea that vocational materials should be made available to junior high students in a library type of situation. He even suggested the possible use of a house trailer where the supplies could be made available to students. This idea has not materialized yet for him, but he has started a file in a room set aside for this purpose (which recently was taken over for classroom space due to the overcrowding facilities). He held out for his dream against great odds and tried to help students who are considering dropping out or need some guidance to think ahead and plan their future at a junior high school level.

One counselor is encouraging his students to *listen* to others. He is asking them to choose a person they know socially and, rather than talking to them, really *listen* to what the other person has to say. The students had to report back on what happened. Most of them found this a new experience. Thus some of the new techniques learned in the Plans for Progress situation have been passed on and are now being used by the counselors.

Another project involved *work-study resources* which were used for hiring these dropouts. The counselor can give them a job, supervise them, place them out in other areas with control of the funds to support them. Once he could put students on the payroll he could gather evidences of their responsibility and confront them with real life employment, getting recommendations from employers. Thus students could build up a work history while still in school. They could get experience in areas which they wanted to explore vocationally. This work-study program is seen as the focal point of his effectiveness since he returned from the Plans for Progress seminar.

Another supervisor indicated that forty dropout students had been persuaded to return to school, and that this returning dropout group was assigned to him. After an entire semester of work with the forty he had lost only eleven. An exciting thing is that he still had contact with all eleven of these, and many of them call him and talk over their problems. Some re-enrolled the next semester. Out of the forty, twenty-nine survived the semester and the other eleven are not true dropouts at this point.

Some rather exciting things were happening in the Student Council where the above mentioned counselor who had participated in the institute was the adviser. He was able to help the council members shift their thinking away from programs to individual persons. Several representatives of minority groups have become leaders in the council and have been given responsibility. Some of them served as contact people who would suggest or locate work in appropriate areas. An elaborate network of contacts was being established whereby many students who might be potential dropouts were involved in student organizations, programs and projects.

Another concrete outcome of the institute was a project which involved a hundred hours of taping the conversations of the representatives of the minority groups sub-cultures. Some were dropouts and some were students who just happened to have ideas and a point of view that they wanted to express. This counselor set up a tape recorder and had a meeting with some of the youth leaders. He taped sessions where people were talking about such topics as "hard heads." He found that once these "hard heads" have been identified, brought together and allowed to discuss their point of view, it became apparent that most of them were really not as convinced that their point of view was right as they appeared to be. Only one or two turned out to be true "hard heads." Gang leaders of minority groups were encouraged to describe their attitudes and feelings. Sometimes criticisms about school and the school personnel were made and it served to give teachers and counselors a better view of how these students actually see them. This helped to make them a little more sensitive to and aware of the dropout's attitudes and perspectives. These tapes are being secured as fast as possible under a project grant. Some are being transcribed and will be made available throughout the school. They represent a valuable library of material describing the sub-culture of poverty and minority people. They focus on dropouts, how they think, what is important to them, how they talk and what kinds of things happen to them in their way of life.

During the program the students attended lunch with the teachers, met nearby merchants and learned some cold hard facts about the world of work. They seemed to gain a new interest in school and especially in their new position in the high school. Tangible evidence of this new interest was seen in a revewed interest in student offices and student affairs. The incoming new students became a cohesive and closely knit class sooner than previously. An orientation program was designed providing for a class limited to five students per teacher in order that the students would get a feel for a school and a feel for their new position.

A principal said he had become rather excited about this whole idea and was convinced that it was valuable. He knew about the kinds of results that had taken place in other schools. The principal said that his counselor had been very effective in talking about the experience to other staff and that enthusiasm for the summer seminar experience was quite contagious. The counselor had talked about this to several other counselors and teachers on an individual basis and he had made some group presentations. The demand to learn more about it was such that they set up a special time each week when he would be available in the faculty lounge just for the purpose of sharing some of his experience with the other teachers.

VIII. *Recommendations:*

Several recommendations may be made in regard to the selection of Institute participants. It should not be a matter of default that the counselor is appointed to the program. Participants should be the key personnel or the influential personnel who will probably derive the most benefit from a program and be the most effective when they return to school. If the counselors are hand-picked because of their position of status, responsibility and power within the school system, when they return from the seminar the impact will be that much greater. They are in a better position to communicate, implement and share their experience on a wider and more effective level. At one high school all of the counselors except two were coaches involved in preparation for the football season. The other counselor was employed at a heavy equipment company that summer, and the remaining counselor found there was no willingness on the part of counselors, teachers and staff members to listen to what he had to say.

Some participants recommended that women be included in the seminar in order to balance the masculine emphasis and see the dropout problem in a broader context.

Although industry's part in the institute has not been realized fully, it was suggested that a teacher-counselor and industrial representative go through the program together. This was the original design of the program but because of industrial problems this was not realized. Participants from industry should be employment interviewers who have contact with minority youth seeking employment.

The length of the institute should be increased according to many participants. They have recommended a longer intensive phase which is not segmented over a nine month period. This suggestion does not preclude the holding of follow-up meetings during which counselors could share their post-institute experiences. The lengthening of the intensive phase of the institute could be accomplished by having part of it be a commuter institute and part a live-in experience.

Many participants felt that the number of participants should be increased with more use of group discussion techniques to further the exchange of ideas between counselors. Some felt that the discussion groups should include equal numbers of counselors, basic instructors and industry representatives. A discussion group of this composition should have a strong and experienced leader to maintain control and assure a constructive exchange of ideas.

Basic instructors should be more typical of the students with whom counselors work. They should be closer to high school age. This could be accomplished by selecting the basic instructors through high school and junior high school counselors.

IX. *Suggested Improvements in Institute Related School Programs:*

It was suggested that the vocational courses in schools be made more meaningful by a tour of industries, on-the-job speakers and vocational classes that were directed in a self-exploratory fashion. Additional emphasis should be made on vocationally oriented programs instead of college prep courses. At one school only 2% of their junior high students go on to college. It was suggested that in the large high schools of 2,500 or more, where it is impossible for all of the students to visit industries, selected teams of students could be sent to various industries and then report their experiences. Good reports from a handful of interested students could be an effective substitute for first hand knowledge while eliminating the problem of transporting everybody for a tour of industry. In many schools the Vocational Education student is generally the second rate or poorer student. The programs could be improved by more support from industry and more publicity so that more extensive interest is generated. The programs could be designed to give students a better orientation to industry and a better opportunity for making a realistic vocational choice. It is a valuable program which has not always been implemented very effectively.

Also the work-study program at one high school seems to have some valuable qualities. It helps resolve problems that occur because a student often is not hired immediately after he completes high school. A number of ideas have been given suggesting how industry might move into the educational area and in fact offer a fifth year whereby the student would make a smoother transition from school into an industrial position. During the fifth year the student would be able to finish high school while on a job part time. An obvious problem is that the high schools are training the students for jobs which in effect are non-existent.

It was recommended that any program in regard to the dropout be implemented very soon after the person leaves school. Many people find age is a barrier to returning to school. Any attempt to salvage an older dropout through the regular school system is not likely to succeed.

X. *Summary Statement*

This institute was based on a second, third, or even fourth generation design that incorporated most of the recommendations made by participants and directors of other projects. It was planned to produce a maximum amount of involvement for the participants both with respect to understanding the life of the disadvantaged dropout and the situation in industry. There was also some seminar contact with labor.

Counseling techniques and procedures were emphasized through the use of taped interviews by participants and basic instructors. The basic instructors were used to demonstrate to the participants and industrial representatives the world of the dropout. The live-in and work-in experiences were major procedures for achieving the goals of involvement and attitude change.

The evaluation comments left little doubt that the one-week seminar was effective in producing involvement and a never-to-be-forgotten experience. The degree of attitude change that occurred was related to many factors and apparently was generally positive. No one was neutral about the Plans for Progress experience. Although some participants were critical of some phases of the project, they reported a substantial number of positive results.

The industrial point of view was not secured at this time since their main impact on the participants is yet to come. There was some doubt that relations with industry were as productive as might be hoped for the following reasons: 1) The industrial representatives were rotated as speakers and none actually participated in the total project as promised; 2) There is some question as to what the Plans for Progress industries would gain from the project since they were already employing their quota of Negroes (11%) and they had no quota for other minority groups; 3) There is no tight labor market in the area at this time, so the industries can pick the "cream of the crop" of unskilled labor; 4) Most industries are looking for a relatively well trained and highly skilled employee who will most likely not come from the dropout population. Thus some of the critical sessions involving industry may not have been too effective in influencing industrial attitudes in a positive manner toward the hard-core dropout problem. It appears that the project design was excellent but the implementation of it lacked sensitivity and good public relations.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE II

Location

The three week seminar was held at a state college. The city is one of the hub cities in the Southeast. At present it has a population of approximately 1,250,000 people. Many of America's large insurance companies have their southern headquarters there. The city is the South's chief railroad and airlines center in addition to being one of the most rapidly expanding industrial areas in the Southeast. It is also a center of education and boasts some 29 universities and colleges in the area. Because of the rapid industrial growth and development, the labor market is rather tight which presents some interesting problems in regard to employment and education of the disadvantaged youth.

The Director and Staff

The director of the seminar was Head of the Sociology Department at the state college and an industrial sociologist. It appeared that he was well respected both by the participants of the seminar, by the Plans for Progress Council and by his colleagues. He was assisted in this seminar by a supervisory teacher who was in constant contact with the participants in the seminar. The assistant is director of the School of Special Studies at the state college and thus has many opportunities to be in contact with industry and business in the metropolitan area. These two gentlemen comprised the basic staff and were the key figures in the operation of the seminar.

The speakers and panelists for the seminar came from businesses and industries in the area, from local and national government agencies, from universities and colleges as well as other government organizations such as Operation Uplift and the Manpower Training programs. There was no representative from any level of labor.

Participants

The participants were primarily guidance counselors and administrative personnel from the various high schools of the metropolitan area. The seminar was integrated with a total of 34 participants involved.

The Seminar Objectives and Methods

The stated problem of the seminar was that disadvantaged persons are, and have been, a burden to society, to the community, and to themselves. Through proper guidance, understanding, education and industrial relations, a realistic program can be initiated to help remedy this situation. The specific objectives that were undertaken are as follows:

1. The basic objective is to create a dynamic and vital interest and interchange of information in the larger community between employers, high schools, and youth interested in post high school employment.
2. To indicate to the participants through lectures, associations, and visitations the importance of beginning early to better inform pupils of skills and approaches necessary to obtain maximum efficiency in the labor force.
3. To develop in the participants the feeling of self-esteem for the non-professional (blue-collar worker) and the importance of this esteem in counseling young people toward these occupations.
4. To create a desire to keep our social class system open by encouraging upwards social mobility through increased job opportunities.

These objectives were achieved through the following:

1. Presentations by speakers from the field of industry, government and education.
2. Industrial tours by study groups, to business and industry in the Metropolitan area.
3. Discussions with leaders in the field of administration and guidance concerning implementation of ideas and remedies.
4. Group plans for relating functions with industry and business.

The program was so arranged that lectures, discussion groups, panels, and small group meetings were interspersed. The participants were broken down into four groups which toured industry together and met for evaluation sessions. Each group had a participant leader. The groups were small enough that participants had close contact with the workers in the businesses and industries visited. This technique seemed to be a key factor in the outcome of the seminar.

Follow-up sessions were planned for the participants, the staff and the Plans for Progress Council.

The Results of the Seminar

Several general impressions were obtained from the director, the supervisory teacher and from the participants. The significant results to the participants of this institute were the impressions gained from the interaction of Negro counselors and white counselors on a professional level, and the change of attitude that came about. This was a new experience because prior to the institute these participants had never had contact with each other as equals. Prior to the institute there was really very little communication across the racial lines among these professionals. The feelings developed were enhanced by the increased self-confidence felt by the participants as they gained a better understanding and perspective of industry's point of view. They learned first hand of the employment opportunities for the disadvantaged youth and of the many efforts industry is making to facilitate their employment. They indicated that the industry's representatives were very straight forward and honest in dealing with the questions and concerns of the participants. After the seminar the participants believed that industry really is on their side and is providing the opportunities for any qualified youth to be employed. The participants were greatly impressed with the fact that the top executive staff such as the President, Vice President or the Director of Personnel worked directly with the members of the institute.

The one technique which opened up the communication between races was the very forthright, honest and powerful presentations followed by the small group discussions and the opportunity for interaction on an equal basis. During these sessions there was honest confrontation by the participants and the speakers. This brutally honest communication and confrontation between speakers and participants laid the foundation for breaking down barriers, and placed the whole seminar on a more significant level. This was more than just an intellectual experience, for a tremendous emotional impact was felt by the participants.

The small group approach of this seminar deserves further comment.

The director and his supervising teacher could watch the progress and interaction of the participants as observers. The persons in the small group interacted more personally with each other.

Inasmuch as there have been two seminars in the area, one in 1965 and one in 1966, we felt it important to check out any changes or differences in the two seminars. The director indicated that one of the major changes in the second seminar was to better prepare the participants for their tours of industry. The assistant director gave explicit and detailed facts about what the participants should expect to observe on their tours of industry. They were cautioned not to go into industries with the expectation of seeing more evidence of integration than actually existed. For many reasons they would not see large numbers of Negroes on their jobs at the time the tours were held. Detailed explanations were given so that the participants' expectations were realistic as they commenced their tours. The disillusionment and negative feelings which had occurred in the past year were alleviated. As a result of thorough preparation we found a steady growth whereby the participants gathered more information and slowly became acquainted and realistically confronted speakers and other participants with their honest and direct comments.

The assistant director had skill and ability in directing discussion and in helping overcome the tensions of the first day or two. The reason the preparation of the participants for tours was necessary is that many of the Negro or disadvantaged who are employed by industry are on the swing shifts or on the graveyard shift. This is sometimes a matter of seniority and in some cases it is a matter of preference. Many Negro employees prefer to work nights in order to carry out further schooling or training during the day or possibly to hold down a second job. Therefore, on the tours which are made during the day it was less likely to see a large number of Negroes employed. In the first seminar this resulted in rather severe negative reactions on the part of the participants because they were expecting to see more Negroes employed. Apparently the preparation during the second seminar was effective because the participants indicated that they were quite satisfied with the progress that they saw in the area of employment.

The influence of the institute upon industry was also mentioned. The respective executive began to reevaluate policies and practices and attempted to be doubly sure that they were moving as far and as fast as they could. Some tense moments resulted for the personnel in industry when they found several areas had not advanced significantly.

In the follow-up phase of the institute industry wants to meet with administrators of school districts. They want to talk about what can be done to enhance this program with particular attention to the curriculum. Representatives of industry said that industry does not want to dictate curriculum, they simply want to raise the question of the need to take a critical look at the school program. Also, they seek to confront the school administrators with the needs of students so that the administrators themselves may grasp what the education system should be doing to meet these needs.

Another suggestion was that the directors of Plans for Progress Institutes in similar geographic areas (such as the Southeast) get together and share their own successes and concerns.

The participants in the institute had actually followed through in making contact with various industry personnel and were referring more students to industry and were getting greater and more helpful information from industry.

The various representatives of industry reported that these participants were making contact with them so that the channels of communication with industry and business which had previously been closed seemed now to be open and were being used in a vigorous manner.

One of the key industrial representatives mentioned that the following positive results and needs have developed from the seminar:

1. Counselors have become acquainted with innovations in business and industry.
2. Counselors were awakened to find great changes since their school days.
3. The increased rapport between the high schools and industry has helped to bring a more meaningful message to the high school students.
4. The seminar ought to be of longer duration and involve more people. Two or three weeks is not enough to get to the heart of the problem. Something needs to be done on a year around basis.
5. Inclusion of administrators and top level educators such as superintendents and department heads as institute participants is essential.
6. Business and industry needs to have some of their personnel interviewers in the institute since the interviewer is a key person in the hiring process.
7. Feedback to counselors so that they know what happens when their students apply for jobs should be further developed.
8. The attitude of the interviewers is not always humanly oriented.
9. The disadvantaged youth must be given believable, tangible evidence so that it is possible for him to succeed.
10. The program is going to be expensive and involved, but not to hold it would also be expensive and involved.

A final comment which the director made was: "The kids are tired of motivation. They want action."

Tangible Effects of the Institute

Since the completion of these two seminars, several interesting things have developed in the area. One has been the formation of the Merit Employment Association which is a voluntary group made up of key large and small businesses and industries in the area. Their hope is to work from the local level to improve the employment situations for everyone. Through the efforts of the Merit Employment Association a number of projects have been undertaken. For example, taking business and industry groups into the high schools and through presentations acquainting students with opportunities and requirements in the local industries. More than 30 Negroes employed in big businesses in the area have been mobilized for this particular project and it seems to be one of the real outstanding things that has happened in this area. One of their projected objectives is to begin to institutionalize to a degree the Plans for Progress type of institutes and make it a permanent, ongoing part of the educational system. These representatives of industry and the director of the institute felt that this could not be done without involving education administrators as they are needed to make these plans a reality. The institutionalization process not only would prolong the results and the effectiveness of the institute, but it would also be a step in broadening the base in refinancing the institute. Big business did not wish to contribute a major amount of financial resources year after year. They were hoping that the financial base could be broadened and new arrangements could be made to support a project in years to come. One idea for financing is the possibility of getting foundation funds and grants to help support this sort of endeavor. They also felt that further institutes could not cover the same ground year after year, rather a developmental program should be instigated where a new level or new stage is reached each year.

Summary and Conclusions

The seminar was well organized, well planned and well executed. The director and supervising teacher had the advantage of a prior year's experience and were able to work out many of the details so that some of the negative interactions that occurred in the first institute were eliminated. There was definitely a positive attitude on the part of the participants and on the part of the industrial people who had been involved. Industry felt tangible evidence of the results of this institute. There were in fact more calls from the high schools and more referrals of qualified potential employees. The counselors in turn were now receiving calls from personnel people in business and industry. They were being sought after as resources in the employment field.

The impact was transferred to the top school administrators. The meeting that the Merit Employment Association initiated with the school administrators in the area could be a beginning of the institutionalization of the seminar idea. All were enthusiastic about continuing the seminar next year. Industry was willing to support it; however, they were insistent upon a broader base of support.

An increasing number of teachers and counselors appear to be interested in participating in a seminar. The counselors find themselves serving as resources in their schools now. They are being called upon by the other faculty members to share their new knowledge and their new attitudes. Through efforts of influential men, additional programs and projects are being instigated that are cutting across some of the barriers in the employment of disadvantaged youth.

The general focus seems to be one of action and practicality, rather than of theoretical planning. The environment is such that there is a great need for qualified labor. The labor market is such that one of their problems is keeping the youth in school long enough to be graduated. The many opportunities for unskilled labor are a temptation to the disadvantaged youth to leave school. Part of the efforts of the Merit Employment Association is to work with the schools in ways that will encourage students to remain in school until they are graduated.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE III

The Plans for Progress Vocational Guidance Institute in this area was held on the campus of a college from July 18, 1966 to August 5, 1966. Directing the institute was a clinical psychologist.

The objectives of the institute included the following:

A. To facilitate interest, on the part of high school counselors, in the pressing needs of minority youth to increase their ability to seek, apply for, and hold jobs in the current employment market.

B. To increase the confidence and professional competence of high school counselors in the ability to work with unique personalities of minority youth and in the understanding of their general social and personal problems.

C. To draw greater attention to those minority youth who will *not* attend college and who will, in all probability, be available to the general labor force following high school graduation.

D. To increase high school counselors' interest in and knowledge of unskilled, semi-skilled, and skilled jobs potentially available to non-college trained and, perhaps, marginal high school graduates.

E. To broaden high school counselors' technical knowledge of and skill in the application of vocationally-oriented psychological tests, especially as these pertain to the profiles of minority and culturally deprived youth.

F. To assist in the development of improved communications and cooperation between high school counselors and business and industrial personnel.

G. To encourage high school counselors to assume a more active and direct role in the job seeking and job procurement activities of minority and culturally deprived youth.

Having developed the foregoing objectives, participants were chosen for the institute. Twenty counselors were selected from the public school district, a preponderance of whom were reported to be currently working in high schools serving "culturally deprived" areas and areas heavily populated by minority groups. The group was not homogeneous. The counselors were paid a stipend, but received no graduate credit for their involvement in the institute. The counselors were made aware of the institute through the public school district. The school district also endorsed the program.

The institute offered the counselors a program with the following features:

The institute provided informative lectures and panel discussions by college faculty, representatives of business, labor, industry and government, to expand high school counselors' knowledge of the problems of culturally deprived youth. These presentations were followed by group discussions, with staff and guest lecturers attending. Counselor participation was encouraged by focusing on issues and related problems provided by the counselor's background and professional experience.

A second major feature of the program was the focus on increasing the counselors' skills in working with the culturally deprived youth. Several techniques were used in this aspect of the program.

1. Human Development Institute materials were employed. These are programmed interviews designed to increase interpersonal awareness. The HDI sessions were conducted by counselor and counselor, and counselor and student.
2. Each counselor was assigned a student to counsel. The students were from the culturally deprived area of the city. This allowed for the practice of skills in a life-like situation.
3. The counselors received lectures specifically addressed to the problems of vocational test interpretation and subsequently, under supervision, engaged in vocational testing with the participating student.

A third feature of the institute program was the touring of various business and industrial concerns. The participating students accompanied the counselors on the tours. The institute staff hoped that this feature would facilitate pertinent on-the-spot interaction between student and counselor concerning job attitude, job requirements, personnel practices, etc. The field trips also provided an opportunity for increased communication and liaison between the counselors and industrial firms involved.

Evaluation of Program Technique

The lecture-discussion feature of the program appeared to be generally successful. Most participants felt that this aspect of the program did, in fact, help to expand their knowledge of the problems of the culturally deprived as well as provide a broader perspective regarding the role of business, industry and government. All felt that the lectures and discussions should be included in future institutes, however, several suggestions were made in regard to improving this aspect of the program. Some speakers were seen as making limited contributions to the program. Perhaps more concern should be made when selecting speakers. Knowledge of prior performances and recommendations of their professional colleagues should be sought.

A second request by participants was the expansion of the small group discussions stemming from the lectures. The participants felt that they needed more time to continue in dialogue and exchange ideas and feelings regarding the lecture material. In summary, the group discussions were well received by all personnel of the institute and were judged to be worthwhile.

Participants had mixed feelings regarding the "increasing of counselor skill" part of the program. They felt that this goal was worthwhile and should be a part of future programs. The difference in opinions seems to stem from the techniques used to reach this goal. These differences, in part, appeared to result from the fact that the participants were quite heterogeneous. For example, some felt that the HDI sessions, and the testing sessions were quite valuable. These feelings appeared to come from those participants who had little background training in counseling technique. For those who had more training and background, these experiences were seen as less valuable. In fact, the more sophisticated counselors presented some interesting criticism. They felt the level of language used in the HDI sessions with students was quite inappropriate given the reading and language skills of the students. They felt the sessions could not be of much value if the words had no meaning. Some also felt that the general HDI sessions added no new breadth to their experience background. However, 50% of the participants felt the HDI counselor-to-counselor sessions were valuable and 15% felt the experience was most worthwhile. Only 35% felt it was of limited value. The director felt the HDI sessions were valuable and would include them in further programs because it stimulated skills which the counselors possessed, but used infrequently.

The testing sessions were seen as valuable by most participants, but some felt that the testing was inappropriate. This feeling stemmed from the opinion that the testing was frightening to the students. Due to this fear, the test results were questionable. Awareness of this possibility made the feed back sessions with the students rather frustrating.

Generally the use of minority youth was felt to be a valuable aspect of the institute. Most felt that including the population for which the institute was developed made a great deal of sense. By taking the students on the field trips, both industry and the counselors were able to become aware of the reactions of the minority youth.

In summary, the counseling skills program appeared to be generally successful, but due to the heterogeneous nature of the group, not valuable in the same degree to all.

The third feature of the program, the tours of industry, was quite successful. The continuing programs that were stimulated by the institute stem from this aspect of the program. Industry committed most of its efforts to the field trips. The tours provided the increased communications and liaison between counselors and industrial personnel which industry was seeking in sponsoring the institute. This communication developed to the degree that several follow-through programs are now in progress in the area.

Critique of the Program

In light of the national goals several successes can be noted. Increased communication between industry and education did occur. The follow-up programs, now in progress, are evidence that establishment of regular communications between school counselors and industrial personnel was achieved. Since vital communication has been achieved between the two groups, expectations are high that other basic objectives can be more fully obtained. More job opportunities for youth should emerge through this increased communication and sharing of knowledge and problems. Likewise, knowledge about changing employment conditions and opportunities for youth should be more easily accessible due to this increased communication.

In terms of attitude change, some success was also noted. While the participants did not show an increase in optimism about the placement of minority youth in the field of work, they did feel more optimistic about working with industry in comprehensive effort to face the minority youth employment problem. One could not say from talking with participants that sweeping changes occurred in the area of developing a more realistic attitude toward minority youth and his role in the world of work. Sterotypes of minority youth appeared to remain in the minds of some participants. It should be noted, however, that for some participants new attitudes did develop.

In general, a greater commitment to the minority youth employment problem was in evidence. Especially, in the sense that the school counselors felt a greater need to work with industry on the problems involved in the employment of minority youth.

The follow-up programs now in progress are evidence that the attitudes of optimism, realism, and commitment are present in some degree. Two notable programs emerge as a result of the Vocational Guidance Institute. One program is designed to make available to the high school counselors of the area a complete list of entry jobs. This list will also include job qualifications needed to fulfill the entry level positions. The second follow-up program consists of monthly meetings between high school counselors and industry personnel. Current mutual problems are discussed. Increased communication on an individual personal level is stimulated by this program. The individual counselors have also involved industry personnel in many of their high school vocational programs. This increased cooperation stems from the attitudes developed and fostered by the institute but presently, counselors outside the summer institute roster are being included in these monthly meetings.

Summary

All personnel connected with the program felt it was successful in furthering communication between school counselors and industry. This result was due to enthusiastic leadership provided both by industry and the Vocational Guidance Institute itself. Ongoing programs have emerged as a result of the institute and industry. Future programs should build from this communications foundation.

The program presented several unique features; programmed learning, vocational test interpretation, and the use of minority youth. The ability to produce unique programs is even more important in terms of the future. The communications now in progress should be the start for new programs in the area. Another summer institute may not be the best program approach to use in order to maintain the present level of communication between industry and school counselors.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE IV

The Setting of the Institute

The area covered by the institute represented a transition between the very conservative, aristocratic southern area and the dynamic and dramatic new industrial south. The land around the city where the institute was held has a natural beauty which is relatively untouched by human hands and unmodified by the industrial needs of man. However, a few new skyscrapers are appearing in the major city and the industrial might of the area is evident. The leaders in the city boast of 101 millionaires in their 100,000 population. There is a fairly noticeable rural or small town climate with an obvious industrial orientation in the city.

The town in which the institute was held represents a rather quiet, clean, pleasant and peaceful city with five colleges and many expensive homes. The institute was held on a quiet, lovely campus in an attractive residential area.

Unique Employment Characteristics of the Area

The employment situation in this area is unique. Industry needs laborers so badly that they readily hire dropouts. In fact, it is a problem to keep good students in school. A change in curriculum is not considered feasible for the poor academic student, so these students are permitted to drop out and become employed.

The area has a large Negro population with special employment problems. This group is particularly subject to the conflict between the desire to go on to higher education as the road to success, financial security, further happiness; and a willingness to accept vocational training as a means to these ends. The Negro is caught in the middle class values and the emphasis of college. However, most Negroes in the area cannot afford college or do not graduate from respected college programs. For example, the graduates of one of the best Negro engineering schools in this area reportedly receive an inferior education and need to work with a well-trained engineer for at least a year to be of value to a company. Failure to obtain a degree or the discovery that the degree is not valued often causes people to refuse work rather than settle for second best. Also, people with college backgrounds are seldom hired to do blue collar technical or skilled jobs. Labor unions protest this procedure.

The out-migration of qualified Negroes who feel that the only place to find employment is in the North appears to be a major problem in this general area. Some of the industries cope with this problem by making contacts through some of their own Negro workers in an attempt to locate and lure back into the South will-qualified Negroes. One very creative technique was tried during the Christmas holidays when many Negro students were home from technical schools, colleges and universities all over the country. There was a well-publicized meeting held for them by many of the industries who were recruiting Negro workers. We heard of a growing number of outstanding Negroes returning to their home towns. Most Negroes were surprised to learn of new opportunities which are evidently a phenomenon of the last few years in their own home towns.

In spite of well-publicized efforts to fill jobs, qualified Negro workers do not apply for work in this area. One industry spokesman said his company would like to recruit from the ranks of the disadvantaged, but they are seldom able to find qualified people. He was rather proud of the fact that 33.7% of their employees are Negroes compared to a 23% Negro population in the area. Some Negroes say they do not apply because they have been turned down so often that their attitude is one of "defeatism." Some observers feel that Negroes need inspiration more than motivation.

The Director of the Institute

The director is an associate professor in the School of Education at a local college and was practically the entire administrative staff of the seminar. He is an educational psychologist interested in research in tests and measurement. He was running several projects simultaneously and seemed to enjoy the pressures of details and administration. He arranged for 34 interviews and planned every second of the evaluators' visit. The institute obviously reflected his organizational propensity.

Objectives of the Institute

The objectives, as listed in the program, were as follows:

1. To increase the counselors' knowledge about changing employment conditions and opportunities, particularly for Negro and other minority youths.
2. To assist in the establishment of regular communications between school administrators, counselors and industrial personnel.
3. To enhance the educators' and counselors' understanding of attitudes which "culturally deprived" youths have toward such matters as employment, education, family life, their place in society, and the world beyond their experience.

Methods of the Institute

The methods used to achieve these goals were:

1. Lectures by representatives of industry, labor, government, and the community.
2. Tours of industry and business.
3. Discussion groups to plan special projects to be carried out after the seminar.
4. Buzz groups used after each speaker.

Participants

Participants in the institute came from two cities which are close together and from the surrounding school districts. Although the institute was competing with several other programs in the area they were able to obtain a sizable number of participants. Two hours of credit toward teacher certification renewal was awarded to the participants who requested the credit. The Caucasian and Negro participants were integrated in the institute.

The Emotional Climate of the Seminar

The primary descriptive comment which we heard repeatedly was one of a cycle of emotional reactions. Most of the participants began with a somewhat receptive or even positive orientation toward what was happening in regard to the employment of the disadvantaged youth. During the first week, via lectures and factual presentations from industry, this initial viewpoint was maintained. However, near the end of the seminar the participants were taken on tours of the industries. The tours did not emphasize opportunities for disadvantaged youth and the participants were not well prepared for their touring experience even though they were oriented generally to the nature of the problem and the types of opportunities available in their area. While on tour the participants were unable to find the kinds of advances they had expected in regard to the employment of disadvantaged youth. When they did not see or detect in tangible ways that progress was being made, they became disillusioned, disgusted and rather hostile. They expressed themselves vociferously. They reacted vigorously and verbally attacked the industrial personnel directors for being dishonest in regard to desegregation. Feelings were running high and a traumatic situation occurred in every plant tour.

Personnel managers were often put under extreme pressure. Participants were apparently criticized by industry personnel for making derogatory comments while on tours. The result was a direct and frank confrontation and interaction process which served to reveal the open issues which had not been directly faced before. By the time the institute ended, there remained a rather hostile interaction pattern. The participants were disappointed and not convinced that much desegregation was actually taking place. They felt that industry was being dishonest. They were full of mixed emotions and in most cases discouraged, disillusioned and dissatisfied. Thus, when the project closed, they had received a very negative exposure to industry. Industry was also unhappy because they had financed this opportunity only to receive the brunt of this hostility which they felt was unjustified. Actually we might say that the seminar was a failure at this point.

The recovery and ultimate success of the seminar came during a follow-up project and meeting. Each participant in this seminar was required to go back into his own community and carry out a project involving the local business and industrial firms of that area. This follow-up project required some contact with local industry. When the participants returned to their local industries they were overwhelmed by the welcome they received. They were amazed at the reception given them and the openness and willingness of their local firms to discuss the integration problem and the primary difficulties of the minority and disadvantaged youth. Because they toured smaller companies, they arrived at more appropriate times. They were alone or in very small groups when they visited the plants; they often saw many more employed Negroes and disadvantaged youth than they had seen while on tours during the seminar. As the counselors worked days they often visited plants at night. The night shift had a larger number of Negroes and disadvantaged youth, due to lack of seniority or self-preference, as they attended school in the daytime. The counselors were able to talk for the first time with many of the people in industry in their own area and get to know them as people. The many and varied local follow-up projects carried out proved beneficial. These projects gave participants a new look at industry. They dropped some of their bias and prejudice when they saw what had been developing in their own local settings. Many were surprised at the extent to which desegregation had taken place and at the number of employment opportunities that were available. They were impressed by the honest, straight-forward communication they had with the key personnel people.

A follow-up meeting was held about two months after the close of the seminar. At this time participants greeted one another like long lost friends. Suddenly they discovered that their projects showed similar results and that the responses they had received from the personnel in their local industries also seemed to be very similar. As they enjoyed sharing with one another their projects, they seemed to be reinforcing the positive outlook and attitude that they had acquired in their follow-up projects. Thus, the follow-up meeting proved to be a very vital session where the people became optimistic, positive, supportive, and open minded through sharing what had happened in their local areas. Needless to say, the Plans for Progress representatives of industry who attended this meeting were tremendously relieved and pleased. The goals were finally achieved and people had, through their own experience, learned the answers to many questions and had developed in the process a very enthusiastic and positive attitude.

There were several reasons for the apparent difficulty in this institute.

1. Candidates were not screened carefully as the institute was competing with several government programs for participants.
2. Industry tried to show integrity by not fixing a biased tour, but in the process they did not show the number of existing opportunities. The tours were standard public relations tours for visitors and often focused on impressive machines and the president's office rather than on job opportunities.
3. There were a few very hostile participants who were quite verbal.
4. Since this was the first seminar, in this area, the leadership may have been caught off guard by some of the incidents. No one seemed to really know what was happening emotionally or to be able to control or guide the group. A few participants were very influential in setting the feeling tone of the project and this was done from a rather limited perspective.

Results of the Seminar

The cycle of emotional reaction apparently was unplanned, but became the key technique of accomplishing the seminar goals. The participants felt very much involved in this seminar. Their comments were weighted with deep feeling of accomplishment; they had experienced something far more than just an intellectual understanding of the situation. Perhaps the results achieved by the follow-up projects and meetings left a far greater impression and were a better learning situation than a less intense experience would have provided.

When the participants spoke of their experiences, they could not seem to discuss anything except this cycle of emotional responses. They felt for the first time that they were able to sit down together with members of another race and communicate in a positive way.

When the institute began there was obvious friction between the races. When the institute ended the races had spoken, worked, and dined together, leaving with much better feelings about one another.

One of the Negro junior high school counselors, who had been quite outspoken and hostile about many of the employment practices, returned to his home community and wrote letters to each of the industries which the seminar participants had toured. He asked them for pictures of their employees hired from the disadvantaged ranks. He also asked for a description of what each person did, some comments by each employee directed to the disadvantaged youth in junior high schools, biographical data, home address and some indication of his level of education and training. The industries sent to him twenty-five pictures and biographies of local Negroes who are employed in non-traditional (not janitor, watchman, or maid) positions. To these biographies, the counselor added some profiles from the Ebony magazine of well-known athletes, movie stars and other glamorous and successful Negroes. He made a scrapbook of this material which he feels is tangible proof to support his point of view that opportunities are available to Negroes. As a junior high school counselor he meets the students at a time when they make choices that will affect their future. He now finds he is able to give his students the kind of factual information they need. Most of his students know personally many of the people in the pictures. They usually are surprised to learn that a Negro person they know is employed in a non-traditional job. The counselor feels that this is one way the students at the junior high level are getting the successful male model that they need so desperately.

Another result of the institute is that Boy Scout Leaders have begun using career orientation programs in their Explorer Scout meetings. They have studied occupations and are visiting industrial plants to learn more about vocations by meeting and talking with the foreman, staff and other workers.

In summary, the participants received two types of positive outcomes. First, the realization of some of the goals of the institute which made the participants more aware of local employment conditions leading to changes in counseling practices was reached. Second, a significant breakthrough for individuals of different races involved in the institute. They came to grips with the problem of real and assumed racial differences.

Results from the Point of View of Industry

The major industries in the area felt that the institute was successful and they will contribute to future institutes. They do not feel that they should continue to carry the major responsibility for industrys' role on a continuing basis.

Specific results from the institute were mentioned by industry. Job inquiries by prospective employees are reportedly more specific since the institute. One forthright personnel director said that this Plans for Progress Institute had forced him and his plant to take a hard look at their employment practices. It forced them to evaluate themselves and to upgrade certain of their policies and practices in preparation for the tours. The pressure placed on industry by the institute forced them to bring their practices in line with their stated policy. Any discrepancy in policy and practice is negative publicity for them.

The personnel directors of big business were very positive about the kinds of benefits that accrued to them from this seminar. It seemed as if they were finding it advantageous to have people in schools actually doing some preliminary screening for them. When the most capable people in this area were identified and referred to industry they could work them into whatever level was available. They seemed to appreciate the knowledge and records of the counselors and the contribution which education can make to them.

Recommendations

Recommendations for future institutes in the area were offered by industry representatives, staff and participants. Summarizing these recommendations, we feel that future institutes will want to consider the following:

1. Broaden the base of the Plans for Progress local board to include governmental agencies, churches, parents of the underprivileged youth, small industry, labor unions and civic organizations. Also extend Plans for Progress out into the state.

2. Broaden institute participation to include more teachers, school administrators and junior high school counselors.
3. Lengthen the time of the institute and maintain constant programs throughout the year publicizing and promoting the aims of Plans for Progress.
4. Promote the study of school curricular which many feel is not keeping pace with the cultural and technical revolutions. One specific suggestion was for more night school opportunities for students who must be self-supporting.
5. Consider the appropriateness of counseling students into junior college technical training programs rather than into academic work, as there are some 2,000 positions for technicians open in the area.
6. Space the industrial tours in the earlier days of the institute with discussion time following each tour.
7. Devote more time to discussion and less to lectures.
8. Add one or more assistant directors to the staff to assist with the administration of the program and to add expertise to the staff.
9. Continue and enhance the follow-up projects and meetings.
10. Consider a retreat situation which would promote participant interaction.
11. Promote more vocational information activity at the elementary school and junior high school level.

Summary

Although the institute was on the verge of failure because of uncontrolled emotional reactions it ended successfully with a follow-up meeting. Working through this emotional reaction eventually produced very positive feelings toward industry and employment opportunities for disadvantaged youth. Many participants felt that the follow-up meeting, where they reviewed projects which the participants had been developing since the workshop, was the high point of the insitute.

The effectiveness of the institute in reaching some of its goals was questionable. Apparently the first goal of increased knowledge was reached quite well during the project and follow-up, although participants received several different points of view. The second goal of establishing communication was achieved best by the follow-up project. We found very little evidence that the third goal of enhanced understanding of the culturally deprived was achieved even though several lectures on the topic were included in the program.

An understanding of cultural differences was achieved through the personal interactions. The more specific goal may not have been appropriate at this locale. The director was seen by the participants as a competent person. However, they felt that he was "knocking himself out," literally and figuratively, for the success of the institute. Participants did not point to any weaknesses in the seminar but they felt that the director should have additional administrative staff and group discussion leaders.

Participants, director and industry all were in favor of future Plans for Progress Institutes. Most recommended a broadened base of support from the institute and a broader representation of educators as participants.

There was agreement that the relationship between national and local Plans for Progress Councils is excellent because it allowed the local council the latitude to design programs which meet unique local needs.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE V

Locale of the Institute

This institute was held in a heavily populated, rapidly expanding metropolitan area. The major city in the area has significant representations of several racial and ethnic minority groups. The general climate of the area at the time of the 1966 institute was quite receptive to the Plans for Progress Institute. A multitude of efforts were being made by other agencies and institutions to cope with the general problem of the employment of minority youth.

Goals of the institute were as follows:

1. To help participants better understand the psychological sets which characterize minority youth.
2. To better inform participants concerning minority youth job opportunities, job placement, job demands and developing job trends in the area.
3. To enable participants to work more effectively with minority youth by developing a format which may be used to enhance the progress of minority youth in employment.
4. To develop a climate of better understanding between participants and personnel officers who employ minority youth.
5. To provide for dissemination of institute findings to aid both industrial-educational understanding and cooperation in the northern area of the state.

Within the framework of the above goals three basic attitudinal changes were sought:

1. Optimism—that there is a place for increasing numbers of minority youth in the labor field.
2. Realism—that, although there are and must be minimum standards for employment, the counselor can help many minority youth to qualify for gainful employment.
3. Commitment—that "I, too, have a job to do."

Structure of the Institute

The institute was implemented in the following ways:

1. *Counselor selection:* The initial decision to limit enrollment to 48 participants (four groups of twelve) was made by the director. A further stipulation was that all participants hold a state counseling credential and be currently employed in their school district as a school counselor, community relations coordinator or a pupil personnel specialist. From a total of 400 applicants, 48 were selected as follows:
   Group A—twelve participants from the local school district.
   Groups B & C—twenty-four participants drawn from school districts in the surrounding area.
   Group D—twelve participants recommended by the coordinator of counseling of the public schools of an adjacent city.

2. *Time:* a two-week institute was held from August 7 through August 20, 1966.
3. *Facilities:* class sessions were held on a university campus.
4. *Stipend:* $75.00 per week for each participant.
5. *Credit:* two units of graduate credit in the Department of Education at the local university were earned by each participant. The course was entitled "Techniques of Guidance in the Employment of Minority Youth."

The program was organized around four concepts:

1. *Information:* presentations and discussions by resource persons from business and industry, labor, education, government, and community.
2. *Experience:* planned visitations to business and industry. This field experience consisted of "carefully planned learning experiences with appropriate preparation and follow-up evaluation."
3. *Communication:* discussions among participants and between participants and resource persons concerning the implementation of ideas.
4. *Evaluation:* summation and evaluation by the participants of the institute and recommendations to education, industry, and the community for implementation of programs.

Staff and Participant Reactions

The staff consisted of a director and four instructional group leaders; the director and three of the four group leaders were faculty members at the university. The fourth group leader was a counselor with community relations responsibilities for the public school system of the adjacent city.

The director had given considerable thought to the institute, its philosophical foundations, the construction of the program to accomplish certain specific goals, the implementing of the program, and the evaluation and follow-up. The director stated his personal predisposition to overstructure and his awareness of participant negative reaction to that fact; however, he also indicated his feeling that the overstructured nature of the program contributed to participant involvement and, to that extent, accomplishment of the goals. He commented that a personal motive in designing the program had been to cause the school system to review current programs; he felt that this goal had been accomplished.

With regard to the accomplishment of the specifically stated goals and objectives of the institute, the director made it clear in both the summary report and interview that, in his opinion, progress has been made toward accomplishment of the goals and objectives during the institute; but that a great deal remained to be done, particularly in the way of active programming. He commented that the "reality knowledge" obtained by participants during the institute was perhaps its most important feature. He went on to say that the participants' opportunity to react was what gave the institute value over a traditional classroom approach.

He commented about the excellent cooperation by industry but also went on to state his feeling that some of the industrial personnel involved in the tour presentations were too far removed from some of their own programs to do a good job with the participants.

With regard to the pre-planned grouping of participants, by geographical area, he had mixed feelings about results obtained. By grouping the participants from the adjacent city together he expected specific programs to result and implied that he had been somewhat disappointed in this respect. He had hoped that the local group could organize as a result of being grouped together and again, by implication, indicated he had been disappointed. While he did not indicate that the other two groups had been formed with specific expectations of their becoming organized, he stated that the suburban group had been formed because of the inclination of those schools to view minority groups as a "sore thumb" and that the fourth group of participants were placed together because they came from "non-main stream" schools. Finally, he commented about the selection of group leaders as being a strategic factor; each leader was chosen deliberately for each group because of appropriate background and position.

The group leaders interviewed reflected positive attitudes both about their personal experiences as institute participants and about the value of the institute for the other participants.

Regarding the small group discussions, of which they had charge, varying attitudes were reflected. One group leader described the job as having been to teach, to stimulate and direct discussion, to allow play of discussion, and to draw together a report at the conclusion of each discussion. Another group leader commented about his own personal discomfort with the format set up for group discussions which he resolved by disregarding and allowing the group members to determine the nature of the discussions. Like the participants, the group leaders had reacted somewhat negatively to the tight structure of the institute and felt that an increase in time allowed for informal discussion inside and outside groups would be a decided improvement in future institutes.

With regard to the industrial tours, the group leaders felt that, while some of the "PR" approach was apparent, and while more personal contact between participants and workers would have been desirable, industry made a sincere effort to provide needed information.

One group leader referred to the need for greater involvement of unions in future programming and also to the need for broader coverage with regard to minority groups, particularly Oriental and Spanish-American.

A steering committee, consisting of seven men from various industrial firms, was formed. Their responsibilities were to select the director and to coordinate and facilitate industry's involvement in the institute. Of this group two were in town and available for interviews. Both individuals stated their opinion that the success of the institute, which they felt had been excellent, had been due in large part to the reputation and abilities of the director; they felt that his enthusiasm for the project itself and his commitment to solution of the general problem provided the necessary spark for the institute.

With regard to counselor participation, both men felt that the counselors' perception of industry had changed positively and realistically as a result of the institute. They referred to contact with participants, since the institute, regarding employment of students and also commented about efforts by industry, since the institute, to make a point of initiating contacts with high schools.

With regard to funding, they agreed that, ideally, funding should be handled at both the national and local levels; however, both acknowledged that, in their experience, funds are much more easily raised at the national level. One man stated the opinion that a major problem in involving smaller businesses in Plans for Progress or in summer institutes would be that their approach would be much narrower, that is, having made an investment they might expect to control the program.

With regard to future institutes, they commented that a broader representation of concerned individuals would be desirable among participants in future institutes. They specifically referred to involvement at the participant level of industrial personnel, particularly those concerned with employment, and involvement of administrative school personnel.

Of the 48 participants, 40 were engaged by the director for interviews; of the 40, 38 were interviewed. Personal regard for the director of the institute apparently had been an important factor in the initial interest in the institute for many participants and in their taking time, five months later, to come to the campus for evaluation interviews.

The attitude of the participants can best be described by the observation that, while they were willing to reflect on the institute and evaluate it, they were very much more interested in talking about their current activities. Enthusiasm for ongoing programs, many of which have occurred since the institute, was obvious and typical.

Participants were surprised and pleased at what they believed to be sincere efforts on the part of industry to cope with the problem of employing minority youth. While many indicated that, on the industrial tours, they would have welcomed the opportunity to see more people actually at work and to talk with them on the job, they felt that they had obtained valuable information from the tours. Many referred to the usefulness of the "mock interview" which had been used by one industrial firm in its tour. One participant felt that his exposure to the computer operations of a number of firms had been extremely valuable because of the implications for the future. Others mentioned their desire for exposure to a broader variety of operations. Some participants wanted more entry level job information. One participant indicated that only one industrial firm had spoken in terms of the "qualifiable" job applicant.

Regarding the one day field trip to the State Employment Office, a Youth Opportunity Center, and a Naval Ship Yard, most participants felt that the day had been much too tightly scheduled, that the brief period of time allowed at each point resulted in only superficial coverage. Participants in the adjacent city group indicated that they understood why they had been grouped together, but felt that some of the value of the institute had been lost to them because they had too little opportunity to become involved with participants outside their group. Generally speaking, participants reacted positively to their small group discussions primarily because they had an opportunity to talk with each other. However, several participants expressed the opinion that more such opportunities should have been provided and that more confrontative interaction would have been valuable.

Most participants responded negatively to the highly structured, tightly scheduled program. One participant, however, pointed out that, despite his personal discomfort with the structure, he felt reasonably sure that the high degree of personal involvement by most participants in the institute was a result of the structure.

Participants were disinclined to state preference for industrial tours as opposed to academic lectures; they felt that there had been value in each and that, by and large, speakers had been well chosen.

Programs Resulting from the Institute

The format of the institute required that each group evaluate and make recommendations for future action programs. Participants described new, typically successful efforts on their part to change school programs and/or a curricula or to initiate new programs as a result of their institute experience. A few participants came to the interviews armed with duplicated material describing their new programs; others presented sample occupational inquiry projects, in notebook form, done by their students; others described programs still in the planning stages. Following is a description of the general changes being experienced or anticipated and of a few of the specific programs being undertaken.

Most participants stated that, because of their recently acquired impression that industry is quite willing to employ qualified minority youth they feel able to talk with their students about job opportunities with much greater conviction than before. They appeared to be using a variety of vehicles for working with their students, use of homeroom period for the discussion of job opportunities, interview procedures, and providing resource material was a frequently mentioned approach. Others had broadened their approach by working with specific teachers to encourage them to provide this type of information in their classes as related to subject matter. One participant spoke of setting up a vocational library which is readily accessible to students. Another counselor was in the process of setting up an office for students to run their own employment service.

Most participants directly attributed their recent contacts with employment officers from Plans for Progress firms to their institute experience. A number of participants mentioned having received literature regarding entry level occupations and requirements from one of the companies visited. This information had not been solicited by participants.

One participant from the adjacent city group, the president elect of the local counselors' association, indicated that the content of the association's fall 1966 conference had been planned specifically to communicate information and ideas obtained from the institute. The same participant also indicated that the adjacent area counselors were about to join a state industrial educational organization. Several participants mentioned that recommendations had been made to the school system with regard to bringing industry to the schools; they viewed the cooperation of their supervisor, who had also been their group leader, as having been superior. They were somewhat less enthusiastic about cooperation from the superintendent and school board. One member of the group indicated that she had permission from her supervisor to spend time in the field talking with employers about possible employment of students. This particular participant had talked with about 45 businessmen individually and, just recently, had been able to bring the entire group together to talk with them about job openings for her students. As a result, she had been successful in placing students in jobs on a work-study plan, including some students with criminal records.

A participant from the local metropolitan area brought with him a copy of a program entitled "Coordination of Industrial Technology" involving an interdisciplinary approach to the problem of educational growth and vocational preparation. The program uses as a point of departure, "all phases of our technological life which can be dealt within our school shops and classrooms." These points of departure are: the material, tools and processes of industry; math applied to industry and technology; and socio-economic contribution in the human relations pattern fostered by industry. Through use of speakers from industry, field trips, films, reports, etc., three subject areas, advanced machine shop, English and social studies will be explored as they relate to each other.

One participant described the establishment of a course, funded by a private grant in which shop, shop math, English and social studies are being taught as a block with concentration on the shop class; a half time mechanic is assigned to the program.

The same participant also described a project for slow and reluctant learners with emphasis on the relationship between preparation and opportunity. Community resources for motivational counseling are being called upon.

One participant mentioned that curriculum changes made by industrial arts people in her school system had occurred as a result of the institute. Several participants mentioned the importance of "curriculum people" being involved in future institutes. Several participants mentioned having tried, unsuccessfully, to bring about curriculum change.

Although the term "role model" was not used specifically by participants, they referred to their use of Plans for Progress films and brochures, as well as other audio-visual aids, in their current programs.

An evaluation by staff of participants' reactions to the institute and of their current involvement in new programs is underway. One of the group leaders appears to have administrative responsibility for this project, the results of which will undoubtedly be distributed to those involved. The director's primary evaluation objective appears to be concentrated more toward pinpointing what actual changes, if any, have been brought about in school programming than toward evaluation of the institute, per se. In an "epilogue" contained in the summary report of the institute, the director states his recommendations concerning the employment of minority youth and school responsibilities pertaining to that goal.

Evaluation of Results

The effectiveness of the program will be discussed in terms of the stated objectives and general Plans for Progress goals.

1. "To help participants better understand the psychological sets which characterize minority youth." Information available from both the printed program and participant reactions indicate that this goal was achieved with regard to Negro youth. However, although the printed program showed presentations concerning "minority youth," participants reported little if any exposure to the specific problems of other minority groups represented in the area—Spanish, Chinese, Indian, Philippine, etc. While counselors stated greatly increased understanding of the Negro problem, they were vocal in their disappointment at not having been better exposed to problems of the other groups.
2. "To better inform participants concerning minority youth job opportunities, job placement, job demands and developing trends in the area." The program was designed to accomplish this goal and, for the most part, did. A number of participants expressed disappointment at not having been exposed to a wider variety of entry jobs during industrial tours, but felt they had obtained broader information from campus lectures.
3. "To enable participants to work more effectively with minority youth by developing a format which may be used to enhance the progress of minority youth in employment." Program content was geared to provide for achievement of this goal through lectures, field trips and evaluation. Summary statements, prepared by each group, were developed at the conclusion of the institute. Each summary includes the nuclei for action programs.
4. "To develop a climate of better understanding between participants and personnel officers who employ minority youth." There are a number of indications that this

goal was accomplished. Both participants and industrial personnel indicated that communication had been a two way process and both referred to contacts subsequent to the institute.

5. "To provide for dissemination of institute findings to aid both industrial-educational understanding and cooperation in the area." The extent to which this goal has been achieved is not clear. A summary report of the Vocational Guidance Institute was prepared at the conclusion of the institute and, presumably, distributed to those involved. Follow-up data is being prepared by the director and his staff and, again presumably, will be distributed to appropriate individuals, agencies, and institutions.
6. "Increased job opportunities." While no specific data is available, the reference by several participants to their success in having placed students in jobs, as a result of their contacts with industrial personnel during the institute, gives a clear indication that progress toward this goal has been made. As high school graduation approaches, it should become increasingly clear whether this goal was achieved. Whether industry actually changed its expectations or increased, in number, the opportunities open to minority youth, generally, is not clear; however, the practical effect seems to be that of increased opportunity.
7. "Increased communication." Increased communication among participants, between participants and industry, and between participants and other school personnel has been clearly indicated. Via professional organizations, increased communication among counselors in the area seems very likely to have taken place. The fact that both industry and participants have initiated contacts with each other since the institute is important.
8. The three basic attitudinal changes sought—optimism, realism, and commitment—were achieved to a significant degree. Information obtained from both pre and post test measures as well as from interviews of participants and industrial leaders, indicate positive movement on all three scales. Participants were unable to pinpoint their own changes in attitude; however, their verbal statements about their institute experience and subsequent work experiences were evidence that the goals had been achieved. The almost overwhelming commitment of most involved individuals to their current programs and their enthusiasm for the institute is impressive. Factors which might bear an important relationship appeared to be the reputation, personality, administrative ability, and personal commitment to the solution of the problem by the director, and the relatively high degree of professional sophistication of the participants. If the latter is a fair assumption, then the counselors may have been at a level, at the beginning of the institute, which allowed them to be sensitive to new information and new ideas and thus open to renewed or new commitment to the solution of the problem.

Participant and Staff Recommendations for Future Programs

Participants recommended that institutes be held in the future. Most expressed the opinion that future institutes should be held over a longer period of time, with less activity scheduled during any given day. Most stated the desirability of involving as participants both industrial employment officers and a broader range of public school personnel. Several participants stressed the importance of greater involvement of junior high school teachers and counselors. One participant stated firmly his belief that involvement of elementary school personnel was important. One participant saw school boards, superintendents, and school administrators as making only a token effort with regard to having counselors in their school systems; he felt that inclusion of these sorts of individuals in future institutes would be very important. Another participant stressed the need for fine arts and industrial arts teachers to be included in such institutes. One participant stated his opinion that, while the format had been excellent, fewer written summaries following group discussions would be desirable; he stated his impression that some people participated in the institute as if preparing for an exam. Several participants, in favor of a longer program, stressed the desirability of participants having some opportunity for direct exposure to entry level jobs by doing some of the jobs themselves.

Local staff, like many participants, felt that the institute had been an important step in the right direction. They were, however, more interested in talking about the basic problem and ways for both the schools and industry to cope with it, than in talking about recommendations for specific improvement of institutes to be held in the future. This tendency may have been a function of two factors; first, they felt the institute had been a good one and that only minor changes would be needed to improve future institutes and second, that the institute had served the purpose of defining at least certain aspects of the problem. Thus their attention was focused on what seemed most important to them at this point.

Although local staff members felt that the Plans for Progress Institute was only one of many appropriate approaches, they did feel that such institutes should be held in the future. The director indicated that, while he might revamp the composition of sub-groups if he were to plan a future institute, he would probably be inclined to plan a similarly structured institute. All staff members expressed a need to expand the number and types of industrial firms involved as well as the range of school personnel involved as participants.

Some staff members referred to the need for more exposure on the part of the participants to actual living and working conditions of minority groups by expanding and improving the sociological tour. One group leader stated his opinion that more opportunity for interaction among the participants would be an important feature of future institutes, and that a "living-in" experience for participants might have value.

Generally, the local staff felt very positive about the institute and about the appropriateness of future institutes. However, they felt that the Plans for Progress Institute, along with a great number of approaches being made simultaneously, had laid important ground work and the beginnings of structure for significant action in the future.

Evaluators' Recommendations

A. *Plans for Progress Institutes should be continued.*

B. *Staffing:*

The highly cooperative spirit among members of the steering committee and between members of the steering committee and the institute director appeared to have had considerable importance with regard to success of the institute. In an area such as this, it could be assumed that a wealth of capable, interested and committed individuals could be found to direct such institutes; however, as one steering committee member put it, "we turned to the university almost as a last resort and felt terribly fortunate to have found an individual capable of directing an institute within that setting." The freedom allowed the director by the steering committee to develop and carry through his own program was significant. While participants disagreed as to the capabilities of the group leaders selected, the use of a core group as resource persons and as group discussion leaders appears to have been an effective technique.

Greater involvement of other social agencies in the metropolitan area, through use of service agency personnel may have been an unfortunate omission from staff composition and should be seriously considered for future institutes. The involvement of higher level school administrators as institute staff members should also be given consideration in view of the apparent need to communicate at that level.

C. *General Program Plans and Emphasis:*

1. A new program must be developed with reference to changes in the political and social climate in the state.
2. Participants of the 1966 institute are a valuable source of information and should be involved in some way in programming future institutes.
3. The spectrum of individuals involved as participants in future institutes should be extended to include industrial personnel and school administrators. The director commented that the need for early education regarding employment requirements and opportunities had been brought home quite clearly during the institute; with this notion in mind, consideration should be given to the involvement of elementary and junior high school personnel to a greater degree than in 1966.
4. While most participants stated their opinion that, structurally, the institute had been too inflexible for their personal comfort, it is recommended that the same *general* structure be employed in future institutes. One hypothesis about the success of the institute might be that the high degree of structure intensified the personal experience. A "live-in" experience during part of the institute might be considered for the future; this feature might promote added personal interchange among participants and a somewhat less formal atmosphere.
5. Involvement of unions in future institutes, at least at the level of representation on the program, if not on the staff, should be considered.
6. Finally, it is recommended that personnel from federal, state, and local agencies concerned with the problem be included at the staff level, as institute participants, and, as in 1966, as lecturers.

D. *Funding:*

Realistically funding at the national level appears to work best. Even so, it would seem worthwhile to consider spending the time and energy required to further involve large and small businesses and industries by seeking their support at the local level.

E. *Cooperative Factors:*

The machinery for cooperative efforts in the area exists, as evidenced by the 1966 institute and other federal, state and local programs. Greater involvement of school administrators, particularly superintendents, and school board members, appears to have strategic importance for the success of future Plans for Progress institutes as well as similar efforts. Finally, the cooperation of the state administration will have considerable bearing on the practical efforts by industry, schools, and the community to bring about increased employment opportunities for minority youth.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE VI

The Workshop Structure

The workshop in this dynamic, growing area was organized as a two-week summer institute serving two neighboring cities. Fifty people participated in the institute which was racially integrated. The integration was achieved by a straight forward announcement by the director that the races would sit together and that he did not want to see them segregating themselves at anytime during the institute.

The workshop was originally announced as being for college credit although arrangements had not actually been made to secure credit for the participants; when they discovered that they would not receive university graduate credit many of the participants who were to be in the institute decided not to attend. The director of the workshop selected people to fill the vacancies. The orignial participants were selected by the school system.

The participants were divided into five groups for the purposes of visiting industries. The visitations were scheduled very tightly and the whole workshop was conducted at a very intensive pace. The workshop activities were divided in two parts; lectures and field trips. The first four days of the workshop were devoted to organization, lectures, group meetings, panels, interviews, films, reports and discussion. The following six days of the workshop were devoted to field trips, classroom discussion and evaluation of each field trip.

Outcomes of the Workshop

The goals and objectives of the workshop were outlined in the first day's session. The goals were:

1. Promoting familiarity with the psychological climate which characterizes the vocational outlook and employment potentials of youth from disadvantaged homes and minority groups.
2. Determining current demands of the business and industrial fields of the areas.
3. Encouraging a two-way system of communication between employers and educators thereby enhancing appreciation for and cooperation with the role each must play in the full utilization of human potentials.
4. Involving participants in the job selection and job placement processes thereby enabling them to work more effectively with their students.
5. Relating employment to family economy, education needed by workers, community morale and morals, and full opportunities now available in the American society.

Analyzing the outcomes of the institute in the terms of the above stated local institute goals, we can say with confidence that goal number one was moderately accomplished by lectures from knowledgeable and experienced staff. For those participants who had no previous personal experience in poverty cultures more of an intellectual understanding without an empathic experience was achieved, as one expects from the use of the lecture method.

Objective 2 was well accomplished by the gathering of specific employment data during the field trips. Two-way communication was established only in isolated instances, and many of the participants were unhappy because the communication seemed to be one-way from industry to educators. Nevertheless, the participants were very encouraged and pleased with what they did learn about the employment situation in their area.

In regard to goal 4, participants did have the opportunity to learn and witness job placement processes, but they were not given direct involvements. Most counselors did report that they felt more comfortable and more effective in working with their students. The amount of education needed by workers was strongly emphasized in the field trips and the participants were well informed concerning the opportunities available in their area.

In the following paragraphs, consideration will be given to the outcomes of the institute in terms of the national office of Plans for Progress goals for Vocational Guidance Institutes.

Goal 1. To provide job opportunities for minority youth by making employers and schools aware of matching potential to job demands.

The opportunity to personally witness some of the skills needed by industry through the field trips brought about considerable appreciation for the need to develop and match potential to job demands. The institute participants gained a full appreciation for the needs of industry, an appreciation which they had not earlier in their careers had the chance to develop. This was true of both educational systems represented, but even more true of one because the school system does not allow men to be counselors. Many of the institute participants had never held employment outside of the educational system; therefore, they had little sense of what is required to make industry efficiently productive. This was the first opportunity that many have had to learn about job needs of industry and for this reason the institute was most valuable and successful.

Goal 2. To increase the counselors knowledge about changing employment conditions and opportunities particularly for minority youth.

By witnessing that minority persons were working in industries at various levels, the institute participants were quite impressed by what they considered to be changing conditions. Negro and Caucasian participants alike were generally impressed with the number of minority group persons they saw working in business and industry. There were however, exceptions to this impression. During one tour the participants were given many technical and rational reasons why no minority group persons were employed by a certain industry. Most of the reasons centered around the lack of qualified minority group persons to work in that particular industrial operation. The participants were skeptical of the explanation, and in this particular case their skepticism was supported when the personnel officer who had given the original reasons chatted with one of the participants and gave another reason which had to do with the previous unsatisfactory employment of a Negro. To the participants, especially the Negro participants, this was an extreme over-generalization based on a single incident and the product of the old prejudice which they were being told no longer existed. This occurrence had a decided effect upon the credibility attributed to other industries that participated in the institute field trips. However, many of the other industries by their believable performance were able to overcome the suspicion created by the one company. In general, the participants were impressed with the number of job openings available for minority and culturally deprived youth.

Goal 3. To assist in the establishment of regular communications between educators and industrial personnel.

A few of the participants have maintained personal contacts with people in industry since the conclusion of the institute. There were not many of these sustained contacts. Part of the reason is that many of the counselors are student personnel counselors rather than guidance counselors. As such they are expected to work with the problems of discipline, attendance, and meeting of qualifications for graduation rather than vocational and educational planning. One of the primary complaints about the communication in the institute was that too much of the communication was in one direction, from industry to educators. The educators would like to have a more productive, active and appealing dialogue of communication with industry so that problems and possible solutions to problems might be shared. In spite of the reservations about the communication which has been established, the participants were appreciative of these efforts toward establishing communication between education and industry. This initiation of communication will require some nurturance and active follow-up to become strong, regular and enduring, thus completing the accomplishment of the institute goal.

Goal 4. To enhance the educators' and counselors' understanding of the attitudes which economically deprived youth have toward such matters as employment.

Although some excellent presentations on this topic were made, the message that the minority or culturally deprived youth has any different view toward employment than the non-deprived youth did not come through well. If the deprived youth's attitude was recognized as being different, it was also believed to be wrong and needed to be changed. This result appears to stem from the fact that the impact of industry through the field trips, was much stronger than the influence of the lecturers. The message of the lecturers was that the culturally deprived youth does not devalue education, but he does not appreciate the presently constituted school system, and he cannot conceive that the intimidations which he experienced in the past do not continue to exist.

The message which the participants learned through the field trips was that industry has many jobs available for qualified, responsible, motivated persons regardless of race. This message from industry came across strong and clear to the participants. What appears to be missing is an understanding of the means of changing culturally deprived students from their present state to qualification for employment according to industries' standards. The only solution proposed during the institute was "keep them in school." The method of keeping them in school was not made clear and the resolution of the problem does not prescribe the implementation of any new or different programs in the schools.

Most of the participants, however, feel that as a result of the institute, their holding power is better than it was before. They are able to speak to students with new knowledge and new confidence, and believe that they have been more effective in persuading students to remain in school. Participants who work with junior high school students feel that they need more than they have been given. They feel at a loss in helping education to compete with the attractiveness of marginal jobs available to youth which allow them to have a car and some spending money. They feel frustrated in their attempts to counsel their students through the crucial ninth and tenth grades, the high dropout years.

Goal 5. To change attitudes of educators in the areas of optimism, realism, and commitment.

The development of optimism was decidedly hampered by the frustration of the counselors working within a system which they feel impedes youth counseling. Counselors in the schools have many duties to perform which restrict the amount of time available for actual student contact. Also contributing to the lack of enthusiasm and optimism were the few minority group persons seen in some industries. In one large industry no minority group persons were employed In general there appeared to be an increase in optimism which can be accounted for first by industries simply taking an interest in the problem of the schools and, secondly, by the performance of some industries in hiring and promoting minority group persons.

The participants in the institute were hit solidly with two aspects of realism, one being that things are not as they should be in many areas, and the other, that things are better than they had expected. These two aspects of realism combined with the restrictions of policy in the counselor role combine to produce an unusual effect which varied considerably among participants. As one public school administrator put it "the counselor is the most discouraged person in our system." Yet the institute showed the participants that there could be a difference; that there are avenues for change. They were shown that industry is sincerely seeking the employment of culturally deprived youth. The frustration of the job role of the counselors with the added disappointment in specific industries has been overcome by the realistic appraisal of the sincerity of many industries. Therefore, the counselor is faced with two aspects of frustration and one realistic hope that the forward-looking and tolerant industry will influence the system enough that they will be able to become more effective in the pursuits of their profession.

Out of the optimism developed by the sincerity of many industries, the realistic hope that there will be changes forthcoming and the realistic view of job opportunities which do exist for the culturally deprived, the participants developed a new sense of morale and commitment toward their work. There can be no doubt that this increased commitment is being impeded by the kind of an administration which is not committed to vocational counseling of high school students.

Some participants did not, in some cases, consider commitment as being feasible at this time because they held a short-sighted view of the problem. This short-sighted view is that the information learned in the institute is applicable only when there are youths from minority races in the school The applicability to culturally deprived Caucasian youth is not realized in this view of the problem. Some participants did not have minority youths in their school, but saw immediate need for the information they gained. Some participants from schools where most of the youth are college bound also felt the information would not be applicable. However, in these schools, even a small percentage of the students who are not college bound amount to a significant number of individuals who are entering the job market. Often a counseling program which emphasizes college counseling completely ignores the needs of these students.

Although a considerable degree of commitment was developed by many persons in the institute, many individuals believed that commitment could not be acted upon due to unfavorable administrative policy.

An observation was made that counselors would not act upon commitment if given the opportunity despite espoused development of commitment and desire to counsel students into vocations. This opinion is based upon the absence of counseling activity in offices and other indications that counselors do not change their modes of operation if given the opportunity. They have worked for so long within a certain kind of context that they resist change although they may criticize the policy. Counselors are comfortable with what they are doing and would not be likely to change under any circumstances. Therefore, the people who are really committed to change are thwarted by a policy which does not allow change, and also, by colleagues who say they are committed to change but who actually restrict the development of any real change.

Critique of the Institute

The institute suffered from lack of coordination in early planning. Some of the last minute changes caused operational problems. The institute was a dramatic success in spite of some of its short-comings because of the personal enthusiasm and ability of the institute director. The participants of the institute were unanimous in their praise of the director. Because of him the vocational counseling institute created a very favorable effect upon race relations among the participants. This result was expressed by many participants as the second most important outcome of the institute for them. Many of the participants had never before had a close association with a person of another race.

Members of the Plans for Progress Council were found to be very enthusiastic men who are knowledgable and dedicated in the work which they are doing. They are very concerned about broadening the base of industrial participation. They are quite concerned about the financing of future institutes, but at the meeting which we attended several constructive suggestions were made. When the utility of the institute in relation to cost was questioned one board member suggested that they consider the cost of the institute in relation to the cost of having an employment agency find an employee for them.

Recommendations

Several recommendations for the Plans for Progress Vocational Guidance Workshops may be made.

1. We would recommend that the Plans for Progress Council consider conducting workshops in both of the cities served by the single institute simultaneously in order that consultants could be efficiently used at both locations while reducing participant commuting.
2. The planners of the institute should select their director early and have a more coordinated planning effort.
3. The director should have several assistants to lead small group discussions and to assist him in the many details of conducting the workshop.
4. The workshops should be approximately 3 weeks long although 2 weeks was thought to be adequate by most participants.
5. Field trips should be interspersed in order to make both more meaningful to the participants.
6. Efforts should be made to encourage counselors to think in terms of underprivileged and culturally deprived youth rather than minority groups, specifically.

7. Lecturers should be careful not to be too academic. They should not present material which repeats the usual content of graduate school courses in counseling.
8. The Plans for Progress Council should take an active role in working with school boards and administration.
9. Administrators and teachers should be included as institute participants as well as interviewers at the hiring level from industries to provide for better communication between the people who do the hiring and counselors in the schools. Vocational education teachers, distributive education teachers and vocational cooperative education teachers should be included in the institutes.
10. The industry base should be broadened to include more participation by service industries.
11. Some participants have recommended that the institute be less intensive. We were reluctant to concur with this recommendation. Our observations indicate that commitment and enthusiasm are directly related to the intensity of the institutes.
12. The Plans for Progress Council should encourage more companies to participate in distributive education and vocational cooperative education programs in the schools and should consider extending these programs downward to include the ninth and tenth grades, the critical dropout grades.
13. The participants' strongest recommendation is that the institutes be continued. The institutes are greatly needed and a strong feeling that considerable quality in the institutes will be lost if industry relaxes its initiative exists. Many counselors and teachers are looking to these institutes as a means of helping them cope with the frustrations which they experience in their work. If the institutes are not continued with vigor there will be many disappointed people. The need for such institutes and their impact is unmistakably great.
14. The Plans for Progress Council should attempt to coordinate their program with other programs in the area in order to develop an ongoing flow of communication between industry and education. One avenue available is the business-industry program. This program has been called off for one year for complete reconsideration and restructuring. This upgrading of the business-industry visitation program was a direct result of the Plans for Progress Institute.
15. Also recommended is a formalized system of developing and communicating job descriptions to counselors in the school system. This program could be developed within the school system but it requires some initiative from industry to start the program and to keep it up to date and vital.
16. Consideration of the need for interviewing practicum experiences which could be conducted through role-playing, the employment of youth as part of the staff, or having counselors work with the job interviewers in industries could be beneficial to the program.
17. Industry must be careful not to give typical public relations tours on the field trips. The participants look beyond this kind of tour and are more interested in the people involved and the tasks they perform in the industry than they are in the product of the industry.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE VII

The Plans for Progress Institute in this highly industrialized city cannot be evaluated in isolation because it is integrated into a larger project, the Developmental Career Guidance Project. This larger project is a year-round effort of the state university, various local industries and the federal government. The Plans for Progress Summer Institute was a program in which school counselors were employed by industry, after which they were required to prepare a detailed analysis of the job. The Developmental Career Guidance Project, on the other hand, is a year-round program which focuses on students as well as counselors.

Participants and Program

The counselors from elementary and junior high schools were participants in the Plans for Progress sponsored work phase of the project. Some high school counselors also participated.

In the institute program the participants worked for four weeks in industrial positions for one to four employers. They had two days of preparatory work at the beginning of the institute and three days at the end for collecting material and writing job descriptions from their work experience. This phase of the program, which was supported by Plans for Progress, is integrated into a much larger continuous program. Plans for Progress also supports follow-up meetings throughout the year.

Director

One of the most impressive aspects of the program can be seen as a reflection of the personal characteristics of the director. He inspires a phenomenal degree of loyalty and enthusiasm in those who are working closely with him. This regard is a reflection of his own energy and enthusiasm; some of it also reflects his interpersonal skills, his awareness of the importance of public relations and publicity, and his ability to communicate his own commitment to the project. Particularly important is his willingness to bestow praise and encouragement upon those who are working with him, while at the same time demanding their utmost effort. He has selected fellow workers to whom he could honestly and sincerely express praise. He has cultivated and taken advantage of opportunities to publicize the program, its goals and procedures, to the public via radio and television.

Critique and Recommendations

The program is impressive by virtue of the fact that interest and enthusiasm are maintained by a series of large meetings throughout the year. These characteristics (a dynamic leader with enthusiastic followers) can be expected to produce rather dramatic results; however, there are reasons for words of caution. Each time a new program is instituted it produces dramatic and exciting results which kindle more enthusiasm. Later stagnation may set in and the program may become more ritualized and less exciting, resulting in discouragement and cynicism. Plans for Progress programs appeared to run at a feverish pace, and one could not help but wonder how long such a pace could be maintained, particularly when the program has many virtues which should be maintained over a period of many years.

Many industries are not only contributing money but also time, interest and enthusiasm to the program. The larger industries have clearly recognized that support for programs such as these are good and profitable business practices. All of the counselor participants interviewed expressed the feeling that they had achieved a new understanding of the problems, needs and interests of the business community. However, this increase in understanding did not appear to be clearly a two-way communication. In fact, the industrial sponsors and the administration of the institute did not receive as much benefit from the institute as they might have. More specifically, they do not have an emphatic understanding of the problems confronted by the counselors who are working at the "grass roots" level. Apparently, the industrial sponsors were concerned with letting the counselors know about their problems but were markedly less concerned about listening to, and understanding the problems of the counselors. The directors, on the other hand, were quite aware of the counselors' problems.

Possibly a profitable development for the future would be a program aimed more directly at the school administration so that the counselors could be free to devote their efforts toward career guidance and vocational education rather than toward many of the problems now being assigned to them such as discipline, truancy, etc. The counselors in the schools have a responsibility to define their role clearly and to fight for the role in which they can be maximally effective, and support from the project would be very helpful. The counselors were enriched by the institute experience, but with respect to many of the criteria established they were already well prepared prior to the institute. For example, none of the counselors interviewed gave any indication that prior to the institute they were unaware of the need for "matching potential to job demands" or of "the attitudes which economically deprived youth have toward such matters as employment." On the other hand there was clear evidence that the counselors had achieved a much clearer understanding of the problems faced by industry as well as discovering the fact that opportunities now exist for minority youth which did not exist a short time ago.

With regard to "realism" we found that the counselors were extremely well versed in regard to the problems of the minority youth and reasons for the students' difficulty, both academic and vocational. Here again, we found little understanding on the part of industry of the minority youths' problems. For example, one cannot "teach" or simply tell a student that he must be well groomed, that he must use good English, etc., when his sub-culture and his family may be exerting equal pressure on him to do otherwise. The counselors seem fully aware of these external pressures and have made efforts to attack them by arranging meetings, to communicate some degree of optimism to the parents. Furthermore, the overall career guidance project has very constructively directed efforts toward those underlying problems through radio and television publicity as well as student participation.

With regard to commitment, the institute was eminently successful. One of the primary sources of this success was due to the skill of the director. The director indicated a genuine interest and respect for those who were working with him in industry and in the schools. He was very free in expressing compliments while, at the same time, was clearly demanding a high level of performance. Furthermore, he recognized and effectively utilized the publicity media. He also very honestly delegated responsibility which allowed all of the participants, including industry, to feel that their role was a vital decisive one. In a nutshell, each participant felt that this project was a part of him.

In the area of implementation, the institute had its biggest problem. The leaders of the institute recognized that one of their biggest problems now is inertia and resistance to change in the school. Counselors' efforts are handicapped by their role as defined by school administrators. Hence, the increased participation of the administrators might be helpful in the future. The counselors are given encouragement and pressured to change their own roles.

Some of the counselors expressed alienation and frustration based on their feeling that those who were exerting the pressure on them did not clearly understand their inability to institute changes. Consequently, the pressures were less persuasive than they could have been.

While the above comment appears to be extremely critical, such an impression is not intended. Overall, the institute was highly successful, particularly impressive were the enthusiastic report from participants and genuine commitment of industry to the problem. The individual industrial leaders in the community and the general tone of feeling in the community combined to bring about the desired effect.

Summary

In summary, probably the most impressive aspects of the institute were the commitment and enthusiasm on the part of industry, the fact that it was embedded in a larger very constructive project, highly developed publicity and the loyalty and enthusiasm of the instrumental leaders.

On the other hand, probably the main weaknesses are the unidirectional communication and understanding from the industry to the counselors, the impact and possible dependency of the project upon the outstanding qualities of the director and the relative absence of school administrators as participants. Although the difficulties presented by students' families and perhaps sub-cultural characteristics are recognized, attempts to aggressively look at these problems appear to be rather far down on the list of priority. All of the institute leaders are to be very highly commended for a job extremely well done, and for a very important and constructive beginning. The commendations can be extended to the industrial leaders, the community in general, the individual counselors, as well as to the directors. The evaluators had difficulty in maintaining objectivity because of being "caught up" in the enthusiasm of almost everyone interviewed.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE VIII

The Setting

Against a backdrop of incredible population increase, density, movement and racial disturbances, the 1966 Plans for Progress Institute was an obvious, appropriate program. While few of those interviewed referred to the racial disturbances, a desire to avoid similar occurrences in other areas may well have been a primary factor in the involvement of many. That cooperation by industry was enhanced by these circumstances seems evident; that it should be further exploited also seems clear.

The Goals of the Institute

The institute was planned to provide information and experience so that counselors would:

1. Become more aware of the opportunities available to youth who are adequately prepared.
2. Be more knowledgeable about job requirements, trends and training.
3. Be better able to guide and motivate minority youth into occupations commensurate with their potential.

Institute Program

1. *Counselor selection:* Participating counselors were selected by the Coordinating Counselor for the school district: "Selection was made on the basis of (those) who could reach the most minority youth." Fifty counselors attended the institute.
2. *Time:* A three week institute was held during June and July 1966.
3. *Facilities:* Class sessions were held at the downtown center of a university.
4. *Stipend:* $75.00 per week for each participant.
5. *Credit:* Three units of university extension credit in education were given for completion of the institute.

It was the intent of the planners to identify and meet the needs of two large minority groups, namely the Negro and Mexican-American. Thus the speakers and discussion leaders selected were all "experts" in this particular field and had worked with minority groups.

The program was composed of lectures, field trips and discussion groups. Eight of the 15 days of the institute involved morning and/or afternoon lectures. Lectures included such topics as: a picture of the changing economy, opportunities for minority workers in the local labor market, fair employment trends in the city, counseling needs of both Mexican-American and Negro students, personality and intellectual effects of social deprivation, connecting with adolescents for socially deprived backgrounds, and factors in placing minority youth on the job. Speakers included primarily members of the university faculty and specialists from the broad range of social service agencies.

Field trips were made to companies and community service agencies, and a bus tour was conducted.

Groups of eight to ten counselors were assigned to visit one or two companies on each of five days; on the average, each counselor visited the facilities of six companies. A total of 32 companies (members of the Merit Employment Committee) in the metropolitan area made their facilities available to participants.

Visits to seven agencies were arranged; all agencies were visited on the same day, with all but one group of participants visiting two facilities.

A Saturday bus tour of certain parts of the metropolitan area was conducted. (Although counselors were chosen from schools which generally served disadvantaged and minority groups many of them had not had the opportunity to see the key communities involved in this tour.)

Group discussions were conducted at selected times during the institute. Two afternoons were devoted to group discussions of the industrial tours. Each small discussion group was led by a business leader who was associated with the hiring of students. Two discussion groups concerning counseling needs of Mexican-American students and Negro students were held following each of these two presentations on the topics. Small group discussion leaders were primarily representatives of federal, state and local service agencies.

Staff and Participant Reaction

The division of administrative responsibilities between two individuals, a director and a coordinator, was, in the opinion of both, a mistake. The fact that there was no single, ultimately responsible person was a complicating factor in the administration of the institute. In any case, the director had responsibility for designing the program and for obtaining speakers from the academic area. The coordinator handled those responsibilities which were primarily administrative—the operational aspect of the institute. Both individuals agreed, in separate interviews, that the institute had been successful in facilitating progress toward its stated goals. Both felt that interplay among counselors, both informally and in small discussion groups has been a major strength of the institute. They also had the impression that counselors and industrial people alike were using contacts made during the institute and that some actual job placement had occurred as a result of such contacts.

Twenty-five of the 50 institute participants were contacted by letter in advance of the interviews. Of the 25 contacted, 12 came to be interviewed, some at the expense of considerable personal inconvenience. They were unanimous in their feeling that the institute had been helpful to them. One participant summed up what seemed to be a general attitude in saying that "The institute raised the problems and defined them" then, in essence, (we) participants were left with the task of doing something about the problem.

A Negro woman, formerly a school counselor but currently on the Women's Job Corps staff, related her disillusionment at the industrial scene. Prior to the institute she had felt greatly encouraged by news media reports of progress in minority employment. She "entered the institute feeling all was right with the world and left feeling that she wanted to join the civil rights movement." As a result of this experience she had become dedicated to making a contribution to the solution of the problem.

Many participants felt that a number of the industries visited had been "dressed up in their Sunday best;" that they had no opportunity to talk with the employees actually engaged on the job, particularly minority employees. Participants all became aware of the need for "qualified" employees but were divided in their opinions as to whether industry ought to assume responsibility for more on-the-job training or whether school curricula ought to be changed to meet industry's need for better qualified employees. An expression of increased optimism was "now I can tell my students about job opportunities with genuine enthusiasm."

One participant felt that a wider spectrum of speakers was needed. Several participants commented that the information concerning Mexican-American students had been helpful to them. A Mexican-American participant commented that the program was inadequate with regard to providing understanding for the Mexican-American problem. He commented that the Mexican-American is "not interested in integration, he is interested in education;" the same participant also made the comment that his knowledge and understanding of the Negro problem had increased considerably. Several participants commented on the weak representation of labor in the program content and felt that more communication with labor and better understanding of its involvement should be a part of any future institutes.

With regard to the sociological tour; one Negro participant commented sharply that the Saturday tour of the riot area was both inadequate, due to confinement to the bus, and atypical in terms of the normal activity which occurred in that area during the week. Other participants, less familiar with that area, felt the tour had been particularly interesting and informative.

With regard to the mechanics of the institute, most participants felt that the three week time period was good but that the timing of the institute was poor, i.e., that the institute followed too closely upon the end of school. Some participants preferred the idea of a longer institute with less time commitment in any given day. Some made the comment that a $75.00 per week stipend was hardly competitive with salaries which counselors might earn from other summer jobs, and that only dedicated people would be attracted by the stipend. Generally speaking, participants felt that the institute had been well planned and smoothly carried out. Participants agreed that similar institutes should be held in forthcoming summers and that new participants, rather than members of the 1965 and 1966 institutes, would profit most from future institutes.

A 12 member Advisory Committee, including public school, university, community and industrial personnel was appointed. Of this group, six from industry were interviewed.

Six of the representatives of Plans for Progress companies interviewed had some responsibility for the institute or direct program involvement. As a group, these people agreed that the most critical factor in operating a successful institute is the selection of an appropriate university and individual within that setting to run the program. Most of these individuals had some knowledge of the 1965 summer institute, which, they felt, was fraught with problems throughout—including the choice of a director, funding, and "difficult" participants. By comparison then, the 1966 institute had been a smashing success.

With regard to funding, industrial people were unanimous in their feeling that national funding of such programs is best for a variety of reasons, primarily because the raising of funds locally requires too much time and effort. Several commented however, that the involvement of more companies, both locally and nationally, was important.

With regard to the industrial tours, those who had been involved in tours were divided in their opinions as to the sort of interchange which should take place between institute participants and employees; some felt that contact with minority employees on-the-job had been an unfortunate omission from most of the tours; others defended the need of industry to stay on schedule. Many mentioned the pre-planning session involving the Plans for Progress companies and the directors of the institute as having been an important, positive feature.

With regard to unions, those who commented regarding this dimension felt that involvement of union leaders was important for future progress toward the solution of the problem; however, they felt that the greatest problem would be that of bringing unions to the point where they are willing to be involved at the level of being understood.

Specific suggestions for improvement of the institute included the use of mock interview, talks by successful minority employees and publicity; including booklets, film strips describing the activity of successful employees, newspapers, and TV—including Mexican-American stations and UHF. Minority community awareness of activity by Plans for Progress companies was seen as an important factor, heretofore neglected.

Finally, a number of industrial representatives felt the exposure of counselors to industries' problems and requirements was beneficial, but they gave no indication that industry had benefited likewise by contact with counselors.

Recommendations and Appraisal

The director, the coordinator, and members of the advisory committee were not hesitant to make recommendations for improvement of future institutes although they were not apologetic about the 1966 summer program. Suggestions for improvement seemed to focus on improved communications between school personnel and industry, including small business.

With regard to program planning, suggestions were made that prospective participants or former participants be involved in program planning, that the possibility be considered of eliminating lecturers and focusing on industrial visits and sensitivity training groups, that minority dropouts be involved in programming, that minority specialists be included in groups to stimulate discussion and to ask more sophisticated questions on industrial tours, that labor be induced to participate, that members of industry, particularly employment interviewers, be involved as participants rather than discussion leaders in future institutes, and that, ideally, parents, teachers, principals and school superintendents be involved as institute participants.

With regard to industrial tours, it was recommended that institute participants have greater opportunity to talk with workers on the production line, specifically minority youth, that industry be induced to drop the public relations approach and that actual work experience by institute participants in participating companies be arranged.

All staff interviewed expressed the opinion that institutes should be continued.

Programs Resulting from the Institute

Personal involvement and commitment to solution of the problem was typical of participants, administrative staff and a few members of industry. Action programming as a result of the institute does not appear to have occurred collaboratively by counselors; a few are involved individually. Typically, counselors felt that their heavy advisee loads and administrative responsibilities militated against their direct utilization of the institute experience in programming. Industry, resigned or committed to the inevitability of its involvement in the problem, saw the institutes as minute prongs of a large attack; specific institute follow-through was much less a concern than broad programming.

An elaborate VOCATIONAL GUIDANCE INSTITUTE SUMMARY REPORT was prepared and edited by the program coordinator and distributed, shortly before our visit to the area, to all institute participants and others involved. The report provides background information, a program summary, summary notes on each of the lectures and tours, a list of printed materials distributed to participants and participant evaluation forms. An additional publication providing a bibliography for further reading was distributed to the participants.

No formal or organized lines of communication seem to have been established as a result of the institute. Many participants expressed a desire to have a complete listing of entry jobs for all participating Plans for Progress companies; however, there were no indications that such a publication was being planned. Our contact with the participating counselors seemed to have been their first opportunity to reassemble as a group; while they seemed to enjoy getting together to talk with us, they did not express a need to meet as a group. Neither staff nor participants expressed the opinion that a formalized program of any kind ought to have followed the institute.

The multiplicity of federal, state and local programs, not related to the institute but attempting to deal with the problem, makes it difficult to evaluate the specific effects of the institute. One program, initiated by a large industrial firm, seems to have come about partly as a result of involvement in the institute. A "Motivation Task Force," including 75 minority employees of various companies in the area who are between the ages of 21 and 30 has been organized. Two schools in the area, one predominately Negro, the other predominately Mexican-American, will be visited in the classroom by members of the task force in the hope that, by such direct contact, minority youth will identify with individuals who have become successfully employed.

Prior to the 1966 institute, the Merit Employment Council cooperated in the publication of "You Too Can Be A Winner," a brochure featuring pictures of successful minority employees. Several counselors mentioned having used this booklet with their students. The MEC has been and is involved with planning and coordination of ongoing programs since 1965. Inclusion of Plans for Progress companies in its membership seems to have occurred as a result of simultaneous willingness to face the problem. Its cooperation in the 1966 institute appears to have been a primary factor in the success of the institute. Continued efforts by this group, whether or not as a result of the institute, appear likely and promising.

Effectiveness of the Program

Achievement of the first goal, that counselors become more aware of the opportunities available to youth who are adequately prepared was accomplished in the broad sense. Expressed need for lists of entry jobs by participants suggests that information about a greater scope of more specific opportunities was not made available during the institute. The notion of "adequate preparation" by youth for employment was brought forcefully to the attention of participants, to the discouragement of some who see industry as having greater on-the-job training responsibilities.

Certainly participants had the opportunity to acquire "more knowledge about job requirements, trends and training." While no specific data is available, participants interviewed indicated part of their feeling of optimism about employment of minority youth was due to their own increased knowledge in this area.

The goal stated that counselors should be better able to guide and motivate minority youth into occupations commensurate with their potential. The program was such that a reasonably alert counselor could have acquired helpful information and background for working with students in a vocational guidance role. However, the program did not include discussions as presentations concerning the notion of individual potential in relation to specific jobs. The degree to which counselors were already knowledgeable in this regard is unknown. There is little specific data to support or deny the achievement of this objective.

Increased awareness of employment opportunities for underprivileged youth by school counselors was achieved. Some individuals knew of specific placement of minority youth in jobs as a result of contacts made or information gained during the institute. Many counselors, except a few whose specific responsibility was vocational counseling, felt it was too soon to evaluate the effects of the institute in this regard. While several counselors mentioned new or continued contacts with industry as a result of the institute, most reported no contact with individuals or firms contacted during the institute; all, however, expressed a feeling of freedom to make such contacts.

The objective of increased communication was achieved with relation to participants' view of industry and some increased personal contact between school counselors and industrial employment personnel. Lack of general publicity about the program, absence of much, if any, curricula change and general concern by counselors about lacking time to follow through with their students suggest less than superior success in establishing a broader network of communication.

Increased optimism was apparent from participants' verbal statements. They indicated genuine conviction that progress is being made and that they can contribute; they have communicated this attitude to their students. Administration and industrial staff expressed general optimism, if not specifically, as a result of involvement in the institute.

Participants indicated that they had increased their knowledge about the problem but there is not specific data to confirm their statements. They agreed that coverage of the Negro problem was good; they disagreed about coverage of the Mexican-American problem. Although not included as an objective, several mentioned their disappointment at the omission of programs dealing with Orientals and disadvantaged Caucasian groups.

Increased realism: Unquestionably participants became more realistically aware of industry's demand for "qualified" employees. The participants saw their increased optimism as resulting from their learning that industry does hire minority youth. They observed that companies differ in their hiring procedures, and that some are more sincere in making opportunities available to minority youth than others. They became aware of the need for change by schools and industry with regard to preparation of students to be "qualified" job applicants. Increased knowledge about jobs, as well as their availability, affected their reality orientation.

Recommendations for Future Programs

1. *Future Programs:* Future summer institutes should be held.
2. *Staffing:* The institute director should have full control and responsibility for the project, both operationally and programmatically. Liaison staff members from business, industry, public schools, universities, and social service agencies should be represented and closely involved. Because of the complex network of existing agencies and institutions in the state, coordination of these programs with the institute has major significance. A large staff seems inevitable for this area; however, a *core* staff of five in addition to the director could assume major coordinative responsibilities for the areas previously enumerated.
3. *General program plans and emphasis:*
   a. Any new program must be developed with reference to the changing political and social climate in the state.
   b. Involvement of previous participants in program planning should be considered.
   c. Emphasis should be placed on involvement of industrial personnel as institute participants—e.g. employment interviewers.
   d. The broad spectrum of public school personnel at all levels should be included.
   e. Greater depth involving emphasis on personal interchange among participants, and more sensitive training orientation should be considered.
   f. A number of sub-institutes varying in emphasis, depth and composition, could be conducted simultaneously.
   g. Specific, pre-planned follow-up on participants and follow through on action programming by participants should occur.
   h. Increased program representation and involvement by unions is important.
4. *Funding:* Realistically, national funding appears to work best. Even so, it would seem worthwhile to consider spending the time and energy to try to further involve large and small business and industry by seeking their financial support at the local level.
5. *Cooperative factors:* The machinery for cooperative efforts in this metropolitan area exists as evidenced by the 1966 institute and the other numerous programs. This circumstance will be exploited by other agencies, if not by Plans for Progress.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE IX

Introduction

The institute was instigated through a contact by the National Plans for Progress Office with the personnel director of a large local industrial firm. As a result of contact by the personnel man with the president of the local university, a director for the institute was recommended and selected. The local program was then formulated by the personnel director and the institute director. Major responsibility for program implementation was given to the chairman of the university's psychology department and a university sociologist.

The Setting

The city has a population of one-half million. A model city of the Old South, its climate is such that change comes slowly. The desegregation process is in an early stage; most industries have little integration at this time. Within the last year, the Negro residents became the majority population (54%). The average Negro income is $4,500, compared to $9,500 for the white, Anglo Saxon Protestant. The city is a wholesale and retail center for one million people.

Philosophy of the Institute

The institute director made the basic assumption that the primary problem regarding employability of disadvantaged youth is their lack of education. He viewed the prime task of educators as keeping students in school until graduation in order to meet industry's demand for high school diplomas. Thus the institute was planned to communicate practical, specific, concrete ideas and information to the educators and counselors responsible for facilitating the educational process and job readiness.

Purpose and Objectives

The purpose of the institute was to inform those persons involved in guiding, counseling and motivating disadvantaged youth with respect to:

1. The problems of employment for disadvantaged youth.
2. The opportunities for employment that exist for all well trained people.

Within this general purpose the objectives of the seminar were:

1. To indicate the nature of existing policy and practices in employment with particular reference to the disadvantaged:
   a. Law and policy.
   b. Practice of industry, commerce and government.

2. To help seminar participants gain a better understanding of the background and dynamics, including attitudes, motivation, etc., of the youth in order to better motivate them to become well trained.
3. To develop an interest among participants in increasing the number of disadvantaged students to prepare themselves for jobs commensurate with their abilities.
4. To familiarize the participants with new developments, principles, and techniques of guidance, counseling and motivation.

The Institute Methods

During the seven day institute, a number of teaching techniques were employed—lectures, discussion groups, buzz groups, demonstrations and visual aids. In addition, reading materials were provided. Moreover, educators, businessmen and government officials took part in presentations. Included in the institute were field trips to industrial and commercial organizations. The basic view of industry was presented and reinforced in several ways, leaving little to chance. The tours were well controlled for public relations and there was little evidence of things getting "out-of-hand" in regard to the race question.

The Participants

The fifty participants, including an equal number of Negroes and Caucasians, were drawn primarily from the city, with a few representatives from the two surrounding counties. Most of the counselors were from high schools; the director felt an entirely different approach was needed for school administrators and thus did not include more than one or two in this institute.

The Institute—Administrative Personnel

The organization skills displayed by the institute director and industry representative were outstanding. The inspirational quality of the challenge delivered by the director to the counselors made itself felt throughout the institute. Because of his management background, his knowledge of the local situation, his status as Dean of the University College of the university's downtown campus, and his contacts with industry, he has become well known as the academic spokesman for the industrial point of view.

The local Plans for Progress representative, who had engaged the institute director, stimulated the interest of other big industry and business in the institute. His support of Plans for Progress is related to his conviction that, through such programs, the community may learn that "big industry has a soul." The problem of the tight labor market forcing the issue of hiring qualified workers is one which he felt is important to communicate to institute participants. Industry has been forced (by the unions) to be highly selective in employing people since it is "wedded to (its) workers for life," and since two-thirds of its employees must be of sufficient quality to be promoted.

There is little doubt that the personalities and views of the Plans for Progress representative and the institute director were the guiding forces in the molding of the institute.

The lectures of the university faculty members, as well as presentations by industry and the Urban League, were consistent with the monotheme of the institute, i.e., they emphasized the notion that students must remain in school through graduation to qualify for employment.

The principal speaker was a professor of psychology and chairman of the department of psychology at the university. He gave three major addresses as well as the final exam for the seven participants who desired graduate credit.

The Results and Value of the Institute

New communication channels were opened between counselors, industry and business. The counselors also opened new channels of communications among themselves, particularly Negro and white counselors and between county and city school counselors. This rapport also added to their feeling of confidence and security as individuals and as counselors. The counselors gained increased understanding of their roles, through interaction with other counselors, which resulted in enhanced self-confidence. They saw that they were not alone in their problems, their feelings and their handicaps.

The counselors also participated personally in the process of integration. Approximately an equal number of Negro and white counselors or school personnel began the institute on a very cold, formal basis. However, during the course of the institute they began to communicate with each other. The knowledge that this process had taken place among their own professional colleagues permitted optimism that such changes could occur on other levels and in other places. Having lived through this experience they could speak with authority and realistic hope that similar progress could be made elsewhere.

Participants gained new tools which facilitate working with students in all catagories. They have increased knowledge of the world of work and have gained a better understanding of industry's and business' requirements for entry into various jobs. They have a greater appreciation and understanding of the point of view of business and industry and feel comfortable explaining the reasons for industry's employment requirements. Participants felt support from industry, rather than opposition or indifference, for their desire to encourage young people to continue their education and to become qualified. Prior to the institute, the counselors seemed to fear they were projecting onto students the need for education from their own middle class values. Knowing that industry and big business share these educational concerns, counselors now feel less hesitant to persuade their students to stay in school and graduate.

The institute, primarily through the director's leadership, challenged the counselors to utilize their skills, their knowledge and themselves in more effective ways. Defensive at first, the counselors blamed the school administrators, industry or other forces, over which they felt they had little control, for the problem. Now they feel they are working together with non-school individuals and groups rather than fighting against them.

Supervisors reported that the counselors who participated in the institute were very enthusiastic and shared a wealth of factual material with colleagues throughout their school districts. They translated into meaningful terms their information and optimism by recommending some rather tangible programs and realistic suggestions.

The Plans for Progress representative feels that industry has much to gain by communicating, through such institutes, the idea that there is, within a huge, seemingly impersonal profit-making organization, a personal concern for human values and individuals and, particularly, for disadvantaged youth. On a more pragmatic level, he was anticipating the time, five or ten years hence, when his own company will be forced to employ many of the (now) disadvantaged youths. "The extra people must come from somewhere, so now is the time to set up channels to make them as well equipped and qualified as possible." A third concern by industry is the directive which states that it must employ qualified members of minority groups. Finally, the local situation, in which the Negro minority has become a population majority, has forced the issue in such a way that industry can no longer avoid it.

The director expressed the opinion that the university had profited from the seminar by achieving a closer tie with industry. A second benefit was derived from informing counselors of state junior college opportunities for marginal students, thus permitting counselors to be more selective in encouraging their students to apply for admission to the university.

Results Related to the National Goals

The results of the institute in regard to the national objectives of realism, optimism and commitment, were observed to be as follows:

In regard to commitment: New channels have been created for expressing the strong commitment, which seems to be present among counselors, for some time. The counselors feel that the barriers have been removed and that they can now pursue more effectively the ideas to which they have been dedicated, but blocked in implementing.

In regard to realism: Counselors are now much more aware of the expectations and needs of business and industry. They are more understanding of, knowledgable about, and in agreement with the industrial point of view. They are now in a position to work cooperatively with rather than in opposition to each other. The needs of the student can now be related to the needs of the world of work and society at large.

In regard to optimism: One of the major outgrowths of the institute was the counselors feeling that there is hope. They have new resources and are making a concerted effort to solve their problems. They are more optimistic about the outcome as a result of seeing that the views represented by other agencies are not basically different. They feel that they are moving forward with industry and business in the community at large and are working for the same goals. They heard about and saw employed individuals who at one time had been disadvantaged youths. A dramatic example was a man employed by a large industrial firm; initially an underprivileged youth, he moved up through the ranks to an executive position. This was concrete evidence to the counselors that it is possible for the underprivileged to better themselves in the world of work.

Critique of the Institute

Acknowledging that the institute was designed to inform counselors of industry's point of view and to exploit their mutual interest in the education of students, we must conclude that this goal of the institute was effectively and efficiently achieved. However, this effect was achieved at the expense of other important dimensions of the broad problem.

Among the issues which did not receive a proportionate amount of attention were the role of small business and labor in employment, the need for remedial approaches in addition to prevention programs, the role of school administrations in instituting changes and programs in the schools, and a view of the problem, as seen by disadvantaged youth, through direct experience.

The institute developed an unmistakable and strong commitment on the part of the participants to "qualify," by high school graduation, all students. Little provision was made for the student who is marginally qualified, the student who has already dropped out, or who will inevitably drop out of school. Without suggesting that the values of underprivileged persons be accepted in lieu of middle class standards, we noted that the participants did not come to an understanding of these values. This would indicate that a means-end approach to changing values had not been developed. Enthusiasm for changes in values and attitudes was well developed without a commensurate understanding of the starting point or of the process itself.

This enthusiasm will fair well in terms of giving the participants confidence and a sense of rightness. However, when counselors work with individual students who resist changing values and when they try to implement programmatic changes while cooperation from school administration is lacking, the enthusiasm will not suffice.

From the point of view of the intent of the institute administrators, the program was effective and successful. This approach may have been appropriate for the local setting at the time. From a broader point of view, however, the institute was not well balanced.

Future Plans

The relationship between Local and National Plans for Progress administrations was considered to be excellent, because the arrangement permitted considerable local initiative and autonomy. The director is willing to conduct another workshop with a planned follow-up program.

Plans are being formulated to send a Plans for Progress team of experts to parts of the state which could not be reached by the local institute. Also an additional institute for curricular review, with school administrators as participants, is being considered as a means of influencing the school system at that level.

Recommendations

The following recommendations for future institutes are a product of both the participants' views and the observations of the evaluators:

It is recommended that:

1. Small industries, which hire the marginally educated and do not require executive potential for entry level jobs, be included in tours.
2. Administrators be included as participants.
3. Counselor participants be allowed to interact with workers either on tours or as fellow participants in the institute.
4. Opportunities be provided for counselors to work in industry, especially in personnel departments.
5. Program plans include more highly controversial issues and opportunity for greater freedom of expression by participants.
6. Better-qualified group leaders be enlisted.
7. Participants have greater opportunity to discuss their experiences during the institute.
8. Provision for follow-up meetings be made.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE X

The Institute

This institute was held in a midwestern industrial city which has a sizeable Negro population. There has been some racial unrest and the institute was directed at the problems of the Negro. Institute sessions were held on a college campus for three hours university credit.

Schools were asked to send teams of participants which included a principal, a teacher and a counselor to the institute. There were teams from eleven junior high schools, six high schools, one combination school and one occupational school for a total of 44 participants. The institute was integrated, a majority of the participants being Negroes.

The institute program was diversified to include lectures, on the job practice for participants, visitations to homes of students, conducted tours of industries and discussion groups for integrating the information learned. Many of the lecturers were persons of national repute.

Community Climate

Racial problems have recently reached their boiling point in this community. Negro participants reported that the community was making little progress with respect to the fair employment of minority groups. One well educated Negro reported that only two years ago the first Negro was given a job in industry higher than janitor, and at present, many if not most industries employ only enough Negroes to meet the minimum requirements which is considered only "token" non-discrimination. Another limitation posed by the community situation was that few, if any, small businesses participated in the project.

Goals of the Institute

As a result of widespread Negro employment problems, the primary focus of the program was on the resolution of racial problems in general.

The specific goals of the institute were:

1. To develop an understanding of the context within which the Negro youth faces employment, society, family, and peers.
2. To provide a realistic picture of the employment situation and the problems industry faces in seeking qualified employees.
3. To develop an awareness of school practices that can enhance work with Negro youngsters, and to plan for the implementation of these practices.
4. To increase understanding and cooperation between schools and the business community.

Industrial Participation

The participants for industry appeared to see the institute as primarily a social service project rather than an investment from which they would profit. This impression seems consistent with the somewhat equivocal comments received and tabulated by the director of the project. In any event, there was not the degree of enthusiastic commitment from the industrial people in this area that has been seen in other cities. Several explanations are possible for this pattern in addition to the hypothesis that the individuals concerned were uncommitted. Several comments were made to the effect that planning was delayed so that the solicitation of industrial cooperation was late, making it difficult for the industries and the institute to take maximal advantage of the opportunities presented by such an institute. Furthermore, the interest in the project was not always solicited from the entire organization. At times, someone in the company was appointed to take charge of it and the entire burden was placed on that person. When this happened, the appointee found that the job was much bigger than was expected; which resulted in a hurried "company tour" type of program and a harried business executive. The next institute will allow more time for the planning between the directors of the institute and the business establishments.

Participant Reaction

All of the participants were very enthusiastic about the institute, and felt that the institutes should be continued, as they did not resolve all of the problems. The institute approach was considered a positive step in the right direction.

The participants were almost unanimous with regard to the results of the institute. Probably the most frequently reported result was the broadened perspective regarding the problems involved with the employment of minority youth. The participants had each approached the problem with a narrow view, and their contact with others including business people, and other educational personnel gave them a new perspective. All of the interviewees mentioned the beneficial effects of the opened communication between the schools and industry. Not only did they feel that they understood industry better, but they felt more free to contact individuals in the business world when they did not know the answer to a question.

Most of the participants took back many creative and constructive ideas about what needs to be accomplished and what might be done. However, most of them became very discouraged about the actual implementation of their ideas. In this city there was much more discouragement evident than in some other locations. This reported discouragement took two general forms. Sometimes the feeling was that the participants were totally impotent and that there was little point in trying. There was also a feeling that all of the ideas which were presented in the institute were good for discussion purposes but could not be acted upon.

Rarely did we encounter someone who was actively engaged in implementing some of the ideas obtained at the institute. When an individual was implementing the ideas, they were introducing many changes, and when they were discouraged, they were effecting no changes at all. The fact that some changes were being implemented in some special programs indicates that it is possible. When such changes were made, they were made in relatively new programs, by individuals with a strong interest and commitment to making the change, and those individuals were indeed in positions of administrative influence.

One of the most impressive impacts of the institute was the personal reaction which many participants had in the group discussions. They were very enthusiastic when describing an experience, which sounded like the experiences of persons who have been in "basic encounter" or "sensitivity training" groups often describe, a feeling of achieving a profound closeness with another person and with themselves.

While discussing the institute the participants made several suggestions for improving future institutes. Those suggestions most often mentioned were the following:

1. Greater coordination with other groups working in the same area such as O.E.O., Job Corps, MDTA, etc., is needed.
2. Participants should be given mimeographed copies of the speakers' talks.
3. More participation and information from caseworkers is needed to communicate the characteristics of the home environments of the students.
4. More visits to smaller industries would be good.
5. We would have liked copies of the forms used by the personnel offices.
6. Physical facilities were uncomfortable and noisy.
7. The schedule was too full; it did not allow enough time to read the suggested bibliography.
8. More follow-up workshops than are presently planned should be initiated.
9. Academic report writing could be eliminated.
10. More suburban schools could participate.
11. The institute should be publicized better.
12. More communication from Negroes about their situation is needed.
13. More union participation could be included.
14. Include school board members, superintendents and parents.
15. Enlist the aid of perspective participants to plan, set up and evaluate the institutes.
16. Start earlier in the planning and making of arrangements with industry.
17. Involve the students more.

Critique of the Institute

Outcome of the institute will be discussed in relation to the local goals and then to national Plans for Progress goals.

1. To develop an understanding of the context within which the Negro youth faces employment, society, family, and peers.

This goal is extremely important because it considers pressures which may conflict with the goal of employment. The awareness of this broad perspective by the directors and sponsors should be commended for the implementation of it is a difficult matter. The institute included a visit to the home of a deprived Negro family, but this procedure was not very favorably received by the participants. They felt that the families concerned tended to alter the normal every day situation as much as they could and the visitor did not obtain a valid perception of how the family really lived. Another approach, a didactic one, also failed to some degree to make a deep impression on the participants. Perhaps these efforts were more valuable than the participants expressed or realized, though, since the point that such information was important to an understanding of the problem was successfully made. Furthermore, many of the participants came from culturally and economically deprived families themselves, and already had an understanding of the socio-cultural situation.

2. To provide a realistic picture of the employment situation and the problems industry faces in seeking qualified employees.

This goal was achieved to a moderate degree. As the racial situation is extremely important in the minds of many of the participants, especially the Negro participants, industry's explanations of the qualifications sought sounded like "excuses" to many of the participants. Many of the participants described a feeling of discovery with respect to the new opportunities opening up for Negroes in the community's larger industries. This discovery is often accompanied by a feeling of discouragement, frustration and sometimes anger because the smaller industries do not change their attitudes and because it seems to many of the participants that there is too much talk and not enough action with respect to educational policies.

3. To develop an awareness of school practices that can enhance work with Negro youngsters, and to plan for the implementation of these practices.

The participants were unusually creative in their thinking about what things might be done to alleviate many of the problems, but it was impossible to determine whether this was a function of their independent thinking prior to the institute, or whether it was a function of their experience in the institute. Participants felt that there was sufficient discussion about the situation but less emphasis on action. Each person seemed to be placing the responsibility on the shoulders of the person directly above or beside him in the administrative hierarchy extending up to the school board.

Many specific ideas were developed during the institute, and there has been a great deal of difficulty in implementing them. This echoes the views of many who feel that the biggest problem is inertia and resistance to change "traditionalism." Furthermore, the institute experience suggests that if other factors remain the same, the inclusion of school administrators is not a sufficient action to bring about change.

In summary, the participants have obtained from the institute and elsewhere many creative and constructive ideas regarding school practices which would help the students with their problems, but the implementation of the ideas has not been outstandingly successful. However, the participants are not discouraged to the point of giving up. On the contrary, they seem enthusiastic to continue their efforts.

4. To increase understanding and cooperation between schools and the business community.

With respect to this goal, the institute was a great success. Of course, improvement in the understanding and cooperation between the schools and the business community is still needed. The industries tend to view this goal as a one-way street and to be less interested in the larger problems approached by the institute and the problems of the counselors than the counselors are interested in the concerns of business. Nevertheless, the channels of communication were opened significantly so that these communication problems are likely to be greatly minimized in the near future.

The national goals of increased optimism, realism and commitment, are not independent of the local goals, but they provide a somewhat different framework from which to view the success of the institute and to examine the unique problems and approaches used by the institute.

School counselors had an exceptionally realistic view of Negro youth. The participants were impressed with the fact that some employment opportunities were opening up, but they were not impressed with the extent to which this has occurred. Instead, they were concerned that the rate of increasing employment opportunities was too slow, though some headway was discernible in the larger industries. They generally felt that the unions and the small businesses were making little progress. On the basis of consensus alone, it appears that the participants have a realistic perception of the problems.

Many participants feel that some progress is definitely being made, even though it seems to many that this progress is minimal. Furthermore, optimism has developed from the opportunity to establish contacts with the industrial people on a more personal basis, and to be more familiar with the operation of the industries visited. The individual participants demonstrate a remarkable degree of commitment. Many of the counselors are Negroes who were deeply involved in improving conditions prior to the institute.

The problem is one of directing the feelings of commitment into increasingly productive channels. Most evidence of commitment has taken the form of individual enthusiasm and renewed interest in helping disadvantaged youth find suitable employment and education or training rather than the form of changed or added programs, or new approaches to the problem.

Recommendations

The effectiveness of this institute has been well established. Recommendations for enhancing the effect are that the scope of the institute be broadened. To allow sufficient time to plan tours and presentations, industry should be contacted early and to assist in the planning and implementation of the institute.

The emphasis of the program was racial. The problems of all disadvantaged youth should be included. More attention could be given to developing programs to capitalize on the commitment generated by the institute.

Organizations representing small businesses and labor unions could be contacted. Interested representatives could be included as participants and the breadth of knowledge about community needs could be improved by inclusion of these people.

Summary

A great need for continuing the institute exists in this area. Furthermore, the counselors and educators are enthusiastic about such programs. The reaction of the participating industries to the institute was rather subdued.

Because of the breadth of the institute, many ideas were generated and the participants experiences in the discussion groups were personally enriching for many of them. These qualities are extremely important ingredients for generating enthusiasm. The obvious disadvantage of such breadth is the tremendous amount of work required by the planners. The institute can be regarded as a success. The planning by the director is particularly impressive. Almost every participant commented favorably on this aspect of the institute, and evidenced very high regard for the director.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE XI

This Plans for Progress Summer Institute was held in a city in the southern United States which has a very apparent charm and tradition. In recent years industry from the northern states has moved into the city, transferring employees into the area and creating quite an impact on the traditions and habits of the people in the area. These industries were the primary supporters of the Plans for Progress Institute.

The director of the institute is a counselor in one of the local high schools. He is a native of the area and openly and proudly shares the traditions and enjoys the atmosphere of the community. He is very cooperative and helpful, and does not appear to become easily perturbed. Ordinarily he works summers outside of the school system and in this way knows much about the employment factors of the city. Although he enjoyed the experience of working in the institute last summer he feels that he will probably return to his non-counseling summer work in the future.

Structure of the Workshop

This workshop was organized in a unique manner. It was integrated into a state-supported counselor training program resulting in a three phase effort. Phase I was supported by the State Department of Education, and Plans for Progress sponsorship began with Phase II. Some participants entered the program in the second phase.

Phase I was an industry presentation program consisting of field trips, which were conducted for three days during the month of June, 1966. Job description information gathered during Phase I by counselors in their field trips to industry was formalized and presented in Phase II. Phase II consisted of a two and one-half day workshop held during August. Approximately half of the workshop was given to lectures by representatives from industry, state service institutions, and the State Department of Education; the remainder of the time was spent in panels of counselors, industry representatives, and students. Lecturers from university faculty or staff were deliberately omitted. Phase III consisted of additional visits to industry.

During the Plans for Progress sponsored phase there were 66 participants. The majority were counselors in the high schools; there were principals, university students, university counselors and other administrative persons.

Outcomes of the Workshop

The outcomes of the workshop will be discussed in terms of the goals published by the Plans for Progress National Office. Following the discussion of outcomes in relation to these goals, other related outcomes will be discussed.

Goal 1. To provide opportunity for youth of minority groups by making employees and schools aware of matching potential to job demands.

The counselors who gained most from the program were those who had begun participation in Phase I and had made field trips. The participants of Phase II who had not been in Phase I profited, but to a lesser extent. Personal visits to industry resulted in first hand appreciation of the different kinds of work people are performing which is crucial for realistic knowledge of job requirements. Those who did not make personal visits did profit from the presentations by industry and from talking with counselors who had made the field trips. Enthusiasm, understanding, and appreciation of job requirements is not as well accomplished by this method as by the direct visit. In general, opportunities for minority youth were improved during the institute by the increasing awareness of participants of the need to match potential to job demands. At the time of this evaluation the program had not actively entered Phase III visits to industry; this Phase could be expected to contribute further to increasing awareness of job demands.

Goal 2. To increase the counselors' knowledge about the changing employment conditions and opportunities, particularly for minority youth.

Observation of minority group persons at work in industry resulted in increased knowledge about the changing employment conditions and opportunities for minority youth. Those counselors who did not make field trips gained knowledge about the changing conditions during discussions by Phase I participants, speeches by industry personnel, and panels of minority group employees. Many participants who did not make field trips suspected that changes in conditions and opportunities are not significant.

Many counselors were quite impressed by what they learned in the field trips and the workshop. However, some suspected "window dressing" and they were able to cite specific cases where a person had not been able to advance beyond an entry level job, presumably because of race. Of course, individual or isolated incidents can always be cited, and impressions based on personal knowledge of an incident are difficult to change. In this institute, the majority of Negro participants were saying they were impressed by what they saw but it sometimes appeared that they were saying the "expected" thing. A few participants spoke up and said that they were not at all convinced that conditions are changing.

Goal 3. To assist in the establishment of regular communications between educators and industry personnel.

One of the best results of the program was the expression of willingness by industry personnel to discuss education and employment programs with people in education, especially with those from minority groups. This willingness initiated communication which, if continued, will produce significant results. There was evidence of belief that schools and industry can improve communication and that the communication will be maintained, because some individual counselors have maintained contact with individuals in industry whom they have met.

One significant aspect of communication which developed between education and industry was that the Negro high schools are interested in "business and industry days," which heretofore have never been presented in any Negro schools of the city. Also, some industries which had been unaware of the distributive education and cooperative vocational education programs, learned of these programs and will likely participate with education in the training of youth to take a role in business and industry.

Goal 4. To enhance the educators' and counselors' understanding of the attitudes which economically deprived youth have toward such matters as employment.

This subject was not forcefully presented throughout the workshop; most of the time there appeared to be an implicit feeling that the deprived youth has a negative attitude toward employment which needs to be changed. There was not, however, any detailed analysis of the attitude, whether or not it is unrealistic, or how it may be changed. The counselors seemed to have an opinion that the attitude of deprived youth is one of hopelessness, hostility, and the feeling that opportunity is unavailable. Participants in the program assessed opportunities and focused on needed educational improvements to qualify students to take advantage of the opportunities, and as a result, achieved greater understanding of the problem.

Goal 5. To change attitudes of educators in the areas of optimism, realism, and commitment.

Optimism, which was produced by participation in the institute, was severely dampened by the realities of an educational system, which in many cases does not promote the vocational counseling of youth. The role of the counselor in this school system is one that is largely determined by the principal of each school. Aggressive administration of counselor duties is lacking. A given counselor in this school system might be expected to transmit grade transcripts, write recommendations, check the records of each student to see that he is progressing toward graduation, make medical excuses, and sometimes take children home or locate their parents when they are ill, teach the state required military or selective service program, discipline students in the cafeteria, plan other programs and perform other clerical duties. He may have to perform these tasks for as many as 700 students. As people who perform many miscellaneous duties at the school, the counselors often feel quite discouraged about being able to do much effective counseling.

Nevertheless, many counselors expressed considerable optimism and felt that as a result of the institute they have been more effective in keeping potential dropouts in school.

Realism. One may say that the institute had considerable effect upon the educational system. One of the major aspects of this impact has been that some of the counselors discovered that their schools are not doing as good a job as they could in preparing students for the world of work. As a direct result of the institute some counselors have been invited into classrooms to talk to students about experiences in the institute. Another bit of evidence of the impact of the institute was that some counselors stated they understood why the teachers maintained standards which they had previously felt were too high. Many of the counselors also felt more justified in administering the standardized tests which they use and wondered if they should not be using more. This feeling was countered by other participants who expressed resentment toward industry for persisting in the use of unvalidated testing instruments which may have a cultural bias. Some administrators in education felt that as a result of the institute there was a need to clarify the role of vocational education in the public school system. Based upon the decision about the role of vocational education, the courses offered might be expanded considerably. In general, the kind of realism which the counselors developed during the workshop was a knowledge of the world of work and the need for better preparation of students.

Commitment. Many counselors who participated in the workshop developed considerably more conviction about their work; unfortunately there have been no changes at the administrative level which would enable them to work toward implementation of the increased commitment. As noted before, commitment was such that class units on interviewing and the completion of job applications have been instituted in some schools. However, this feeling of commitment is clearly lacking for certain individuals. As an example, one participant saw no applicability for his work because there were no Negroes in his school and 65% of the graduates of his school enter college. Even if 65% of the students in school enter college, this could mean that the 35% of the students who were entering the job market would be ignored in terms of any counseling. Thirty-five per cent could amount to 100 students in a high school graduating class who are not getting any counseling, simply because they have not expressed an intent to enter college.

The short length of the workshop probably is related to the lack of enthusiasm and commitment seen in many of the participants. Commitment was greater for those who had visited several industries during Phase I, than for those who had not. Participants who were enthusiastic and committed to their work before the institute, still had the same feelings after the institute. This is not to say that the institute did not produce enthusiasm and commitment; it did, but not to the extent expected.

Another change which developed as a result of the institute was a considerable increase of concern about the counselors' role in the educational effort. Many counselors felt that as counselors they have not been accepted as part of education and are still the stepchild. They are taking active steps toward defining their role in their educational programs. Although there are other causes contributing to this effort to define the counselor role, the Plans for Progress Institute has materially contributed to the concern.

Many of the counselors were not well acquainted with one another and had not worked together in a cooperative manner before the institute. This is in the process of changing. A longer, more intensive institute relationship of participants would have contributed more significantly to this change and would have caused more positive racial relationships. In the institute, we were not able to see as much changed feeling among the counselors about different races as we expected.

Critique

The institute was unique in design in that it was phased in with a state program and the Plans for Progress workshop was only 2½ days in length. The workshop gained from this kind of arrangement in that the participants appreciate the field trips being conducted prior to the classroom phase of the workshop.

The integration of the model with other programs in the community is a positive aspect of the program. The third phase follow-up of field trips after the workshop has not been very successfully carried out for several reasons. One of the primary reasons for this is the lack of administrative aggressiveness in the school system.

The workshop was not affiliated with university personnel, but was in the public school system. One would expect this kind of approach to bring greater commitment from the public school administration than existed in previous programs which were entirely university administered. Such was not the case. Another result, which is a positive result, was that there were not any academic lectures which attempted to superficially teach a university graduate-level course in an hour or two. Therefore, the academics which are seen in the university-administered programs were eliminated, and the practical action orientation was maintained.

Recommendations

Several recommendations for the Plans for Progress Vocational Guidance Workshop may be made:

1. The Plans for Progress Council should consider conducting more workshops because of the value of the workshop last summer and because of the need in this area. All counselors praised the workshop as being helpful to them, and all of the participants who were interviewed felt that the program should definitely be continued.
2. The planners of the institute should select their director early in order that he may be more involved in the planning of the institute.
3. The Plans for Progress Council should continue to coordinate its program with the state and local programs in order to develop a continuing flow of communication of information between industry and education.
4. The Plans for Progress Council should take an active role in working with the school board and the educational administration in its city in order to improve the counseling function in their schools.
5. The workshops should be longer and should have the field trips integrated into the workshop effort. This would allow all persons to be involved in all phases of the program.
6. Participants:
    - a. Some university personnel should be brought in to work in the workshop.
    - b. More administrators and teachers should be included in the institute. Teachers of vocational education, distributive education, and cooperative education should also be participants.
    - c. Placement workers from the state employment office would be valuable participants in the workshop.
    - d. Interviewing personnel who do the hiring in the industries would be helpful to provide better communication between the people who do the hiring and the counselors of the schools.
7. Content of the workshop:
    - a. There should be a greater emphasis on vocational counseling as contrasted with college counseling.
    - b. Efforts should be made to encourage counselors to think in terms of the underprivileged, culturally deprived youth rather than just racial minority groups.
    - c. The participants should be allowed and encouraged to have more group meetings to evaluate their experiences as they proceed through the field trips and the institute.
    - d. Field trips should include more service industries. Industries should be careful to allow the participants to look behind the typical public relations tour when conducting the Plans for Progress tours.
    - e. Interviewing practicum courses should be included in the institutes because of the lack of supervised practicum experience of most of the counselors in the school system.
8. There is a great need for these institutes and considerable feeling that the quality of these institutes would be lost if industry relaxes its initiative. Industry is looked upon as an essential partner in the work of the counselors in education, and most had not known that industry was accessible to them. Industry must become even more accessible and continue to make itself accessible to the counselors. This can be done through the Plans for Progress workshops.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE XII

Program Description

The institute sponsored by Plans for Progress was conducted under the auspices of the department of education of a state university. Major responsibility for conducting the program was taken by the Director of Guidance Services of the public school system. The institute, the first of its kind in the state, was designed to provide school administrators, guidance counselors and teachers with insight into the local job situations, and thereby improve vocational counseling. As well as providing insight into the local job situation, it was also intended to study the needs and problems of "culturally deprived" young men and women in the area, particularly those who in all probability will not attend college.

The institute was conducted at a university campus for a three week period beginning in July. Three main kinds of activity were involved. The first general kind of activity in which the participants of the institute were involved was formal academic lectures on such topics as, "Considerations in the Vocational Development of Indian Youth," "Research Projects in Vocational Development," and "Employment Problems of Minority Youth." The second major activity for the institute participants consisted of field trips to industry. The participants visited industry and public utility companies. The purpose of this activity was to allow the participants to have first hand contact with industry personnel to facilitate an improved knowledge of the job opportunities in the area. The third major activity of the institute consisted of formal and informal group discussion. Almost all lecture sessions and field trips were followed by open discussions in either small groups or the entire group of participants. This provided an opportunity for participants to make a more thorough study of the problems or issues raised by their daily experience. The three kinds of activities mentioned above all served to facilitate participation in a major project. This project involved the development of a vocational model. Participants met in three groups and formulated a model which could facilitate thinking about problem areas for the teacher, student and community.

The plan for the Vocational Guidance Institute also called for a follow-up meeting to be held six months after the summer institute. This follow-up meeting was held February 1 and served to allow counselors and administrative personnel to share experiences in which they had participated subsequent to the institute.

Other Programs in the Area

Cooperation between industry, the state university and public education existed before the Plans for Progress Committee proposed an institute. This cooperating group was organized and provided a matrix in which the Plans for Progress Institute could take form. For some time before the Plans for Progress funds became available this informal group of persons had been meeting through the auspices of the Chamber of Commerce which had been directing their attention towards vocational problems in the city. This group was concerned with the nature of the employment market and the nature of high school and even junior high school education with regard to this employment market. Thus many ideas had been informally discussed and evaluated when the Plans for Progress funds became available. These funds then were placed in the hands of persons who had already surveyed at least informally the needs for such an institute in the city and certain informal contacts had been established which facilitated setting up the institute in a short period of time. Such an informal committee seems to be an extremely fortuitous occurrence for the city. Pre-existing relationships between school system, university, and industry seem to be of major importance in establishing the sound positive relationships that were observed with regard to the Vocational Guidance Institute. It should be noted that the informal discussion group could not become transformed into the Plans for Progress steering committee but rather served as a man-power and information pool from which the Guidance Institute developed. The informal Chamber of Commerce Committee still continues to meet independently of the Plans for Progress organization.

The Director

The director's sense of enthusiasm and commitment toward his program was probably one of the most important factors in the success of the institute. The institute was one of many activities which the director had initiated to improve the overall level of counseling skills in the school system. Numerous programs are being conducted to encourage the development of training groups, achievement groups, motivation groups, and a host of other activities guided by the school counselors. It was also apparent that the administrative set-up for the school system is such as to permit the director of guidance services to innovate and try special programs which would increase the quality of the education of students.

In talking with other members of the school administration it became apparent that they also shared this enthusiasm for the improvement of the schools and that the relationship between the school administrators and school teachers and counselors is particularly good. This relationship can be seen as contributing largely to the success of the institute. The Vocational Guidance Institute becomes another indication to the counselor or teacher that changes can take place and that they have freedom to innovate within the school system.

Response from Industry

The major industry involvement in the Vocational Guidance Institute came from one corporation. Although other Plans for Progress companies contributed by way of speakers and tours, and to some extent in the planning stages, the director of the institute appears to have worked most closely with the personnel manager and assistant personnel manager of this single industry in developing the program. Although the representatives of the company were extremely cooperative, the same kind of enthusiasm as was represented by the program director was not evidenced by the industry directors. This scientific and research corporation has a particularly narrowly defined type of employee. They are greatly in need of college trained technicians and engineers. In part, their expectation is that even their entry level jobs of messenger, janitor, and clerk will be filled by persons with some college training. Although the corporation is motivated to provide assistance, they are not providing jobs or direct assistance to the average high school student.

A particularly good relationship appeared to exist between the program director and this corporation's representatives. The industry representatives are pleased with the institute, and are quite willing to participate in subsequent institutes. They seem to be showing some initiative in finding alternative ways of funding an institute.

The representatives from the supporting corporation were quick to point out that their return on their investment in the Plans for Progress institute had been higher than they expected in terms of the small financial contribution involved. They are eager to see the program continue but they are in a position to provide only indirect support in assisting the counselors in placing students.

Some speculation seems to have developed during the follow-up institute with regard to ways in which industry could modify its current practices and thus start drawing on a larger number of graduating high school students. At the point of the evaluators' visit this was only speculation. Some feeling that industry was willing to start looking with this perspective was apparent but little had been accomplished in this direction.

Participant Reactions

Two groups of program participants were interviewed in the course of the evaluators' site visit. The first group, junior high school counselors, reacted quite differently from the second group, high school counselors. The junior high school counselors seemed to be quite pleased with the institute. They pointed out that the specific lectures on minority group culture, minority group problems, etc. were not particularly useful, but stressed the importance of the informal contacts that they had established with industry personnel. They were particularly interested in the kinds of entry level jobs that were available in local businesses, specifically entry level jobs for persons who might possibly drop out of school. The dropout problem was not severe for the junior high school counselors. In general, the counselor role in the junior high schools is one in which the counselor is not confronted by the reality of the student going into the job market. Thus he is quite comfortable with general information about work habits, hiring practices, general work opportunities and other similar concerns. They are encouraged by such programs as a Vocational Guidance Institute since they can perceive them as sources of information that will facilitate their function on the job.

The two junior high school counselors who were interviewed were involved in a number of endeavors aimed at enriching the educational experience of their students. They stand in contrast to the other counselor in the junior high school system who was interviewed. He had not participated in the institute and did not seem to be as directly involved in enriching the educational experience for students. The two institute participants conducted discussion groups for the students centering on vocational problems as well as other topics. One of the counselors was also teaching a course in which his avowed intention was to develop free thinking or independent self-evaluation. The idea which he presented with regard to this course were quite imaginative and innovative.

As mentioned above, the reaction of the high school counselors to the vocational guidance institute is somewhat different than the reaction of the junior high school counselors. The high school counselors are faced with a very pressing problem of finding jobs and job opportunities for the high school graduate. The problem is particularly difficult in this city because of the nature of the employment market. There seemed to be a paucity of direct entry level jobs for the average student and a surplus of jobs for skilled individuals. Thus, in the words of one of the counselors, "we are considering the jobs for the bottom 75% of our graduating class. We can place the top 25% without any difficulty."

The counselor is confronted on a daily basis with those persons who are not likely to be successful in obtaining work at the major company in the area or other similar companies. The counselors wished to study problems of this group in the institute. The high school group talked about problems of understanding the student from the poor background, and about problems of communicating the importance of work to individuals whose life experience had not centered around the working family.

High school counselors were inclined to see the formal academic discussions as of little value and also did not respond positively to the industry tours. A complaint was that they did not appreciate a pre-packaged tour of industry as much as they might have appreciated an opportunity to talk to their ex-students who were working in the various industries, or an opportunity to talk to the man on the entry level job or the non-skilled position. In fact, both the high school and junior high school counselors pointed out that it would be an invaluable experience to be able to talk to the line employee rather than to receive their information directly from management representatives. This would seem to be a worthwhile criticism in terms of the program's goal of facilitating placement for non-college bound students. Similarly, the counselors commented that the most meaningful field trip was one to a laundry which hired a large number of non-skilled workers and placed them in routine jobs. This kind of experience had much greater impact in terms of the problems they face in counseling high school and even junior high school students than the trip to larger industry and a governmental agency.

During the follow-up discussion members of industry confronted the problem of reducing entrance requirements and promised that they would seriously consider this alternative in subsequent months. Witnessing this willingness on the part of industry to take some responsibility in altering the employment market rather than placing the total burden upon the counselors was a rewarding experience for the counselors. If industry is able to make progress in this area greater efforts can be expected on the part of counselors and the overall impact of the institute will be remarkable. The counselors were somewhat skeptical that industry would, in fact, take these steps. The high school counselors felt that the institute should have begun at this point rather than ending there.

A number of details were apparent with regard to the actual content of the institute. Almost unanimously, the participants felt that formal lectures or academic presentations on vocational guidance for deprived youth were of limited value. Field trips, however, were seen in a much different light. The participants were generally enthusiastic about the personal contact that was provided through field trips. They consider the institute to be of considerable value insofar as it allowed them to meet persons in various industries, that they could then contact with regard to information or possible jobs rather than just having to call an unknown person in the industry. Although the field trips served this purpose, the counselors were also somewhat unanimous in suggesting that greater impact would be obtained if the field trips also could have allowed the counselors to have some contact with line employees.

No mention was made by the participants of the group project or development of a vocational plan. This aspect of the institute had not been particularly salient for the individuals involved.

The discussion sessions contributed greatly to the feeling of cohesion and a feeling that the institute was going to serve a useful purpose in improving their functions as counselors.

The follow-up after a period of six months appears to have been an extremely useful experience particularly for the high school counselors. During the follow-up meeting the counselors first felt that there was opportunity for community change as well as opportunity for school change. In some respects the first part of the institute, the three week section, conveyed the negative impression that the industry personnel and the guidance institute staff were going to teach the counselors techniques of counseling. However, the tenor of the follow-up meeting was one of more open give and take, that is to say, that the industry people were more receptive to making changes, so the counselors were more motivated also to make changes in their own activities.

Critique of the Institute

The Vocational Guidance Institute has a number of very positive characteristics. The most striking characteristic is the degree of cooperation manifested between the industry, school and university representatives. A firm platform for communications was established and thus, avenues for change have been opened.

The Vocational Guidance Institute motivated the participants to increase their involvement in improving vocational guidance. The institute may have served as notice to the high school counselors and administrators that attention was going to be focused upon a pressing problem for them in the past, the problem of placement of high school students and dropouts. Selection of the people for the institute may have helped to create a feeling of importance and thus, increased their involvement in the counseling process. These possibilities need to be borne in mind if one is to continue this kind of insitute as a regular summer program over a period of years.

A third strength of the program is the determination of the director to continue the program in subsequent years, even if Plans for Progress funding is not available. Some effort seems to have been extended by industry and school personnel in working out alternative ways of funding the institute. Thus we have indications that the level of motivation in the school systems is high.

The institute, however, does not seem to be free of problems. The most pressing problem seems to be that which arises from the disparity of participant goals as opposed to industrial goals. Industry is interested in obtaining skilled persons. The school counselor is not in a position to provide persons of this caliber and thus, must focus on less spectacular achievements. Continually confronting this problem is likely to lead to considerable frustration on the part of school personnel, and the present format for the institute does not attack this problem in such a way as to make sizable gains upon it.

A second problem is that of institutionalizing the program. The organizer and planners of the institute talked at length about steps they would like to take to make the institute a permanent summer program and the same steps might, in fact, eradicate the impact of the program. This, however, may be a long term problem and need not necessarily be a source of concern at present.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE XIII

The Institute

Two institutes were held in the city. One institute included participants from the elementary schools and the other institute included participants from the junior high schools.

Both institutes were conducted for five days. The participants were awarded one-half hour of academic credit and a $100 stipend for attending. Of the total of 61 participants, 32 worked in junior high schools and 29 were from elementary schools.

The formats of the institutes were similar, utilizing field trips to industry, speeches or lectures, panel presentations and discussion groups. The focus of the institutes was an open and conscious consideration of the problem of Negro disadvantaged youth.

The city is a highly industrialized mid-western city which has experienced some racial difficulties.

Participant Selection

A team consisting of counselor, teacher and administrator was selected from each school taking part in the institute. There was an expectation that these teams would create change either through action or influence on other colleagues in the school system.

The Director

The director is an associate director of the Division of Guidance Service in the public schools. He is a very active, energetic person, and, as a consequence, is involved in many organizations and activities designed to assist disadvantaged youth.

A chief purpose stated by the director was to reach as many people as possible. This goal was accomplished by having a total of 61 participants in the institute.

The director's philosophical emphasis is one of reaching the Negro youth during the formative years. His general position is that to affect the culture, attitude change must take place in each Negro child. Thus the elementary school and junior high school levels are emphasized. His belief is that the school system must help young people to develop a healthy self-concept which includes the development of a direction and attitude which ultimately will encompass goals shared by the community at large. These goals include being a responsible citizen, and being employable. The Negro youth should learn attitudes and values at school which will counter the self defeating attitudes of the deprived. The director's philosophy constituted the objectives of the institutes.

Industry

Representatives of industry who were interviewed during the evaluation were interested and spoke well of the program. They did not express the degree of enthusiasm necessary to inspire the institute with the force sufficient to make it a vital program. In contrast to this impression which was gained from a minority of the industrial committee, the director stated that the industrial cooperation was good. He seemed to be looking more to the schools than to industry for leadership.

Critique of the Institute

The reaction by participants to the institute experience varied considerably. Some were thoroughly committed to the Plans for Progress ideals and others had less enthusiasm.

The less enthusiastic participants felt that the focus of the institute was too narrow. They expected more enthusiastic leadership from industry and had hoped for more stimulating personal interactions with other participants.

The focus of the institute was on the tours of industry. For many participants the tours were the highlight of the program because they learned about worker qualifications and met persons in local industry whom they could call upon to provide tours for their students and for bringing industry speakers to the schools.

The institutes did enhance communications between business and industry in the above respect. However, industry does not see direct benefits from this kind of communication. One reason why the benefits in communication are not direct is because the counselors involved in the institutes are not at the level in the schools where they have regular opportunities to refer potential employees to industry.

The discussion group focused on the industrial visits, and as a result tended to remain on a generalized level of the minority employment problem. The participants did not get into the emotional, cultural and personal aspects of minority employment. The more intense involvement in the problem, if responsibility directed, is a primary means of producing commitment and impetus for action.

Evidence that action programs did evolve from the institute experience was observed. One of the institute participants functions as both teacher and counselor in her school. She has worked with her principal who is independently committed to the advancement of deprived youth to develop a program for their elementary school students. Younger students in the school are assigned to an "older sibling" who helps the younger student adjust to the school by being a buffer, confidant and friend. This approach helps the child who is transferred from one school to another, often several times each year, to ameliorate the feelings of insecurity and displacement which are caused by the changes.

Another program in this school includes trips to military institutes where high ranking Negro officers speak to the children, serving as models for the children. The children are also encouraged to develop a vocational identity by "anticipating what they would like to be" and creating scrapbooks on vocations. In this manner a positive vocational image is developed at an early age. These programs, although not a sole result of the institute, provide concrete evidence that the programs can, and do, produce positive changes.

Many of the participants in this institute did not develop a strong sense of the aims of the institutes. The philosophical basis for including only elementary school and junior high school level personnel was not communicated to the participants in an effective manner. Many participants captured or shared the philosophy, many did not. If the participants had developed a clearer sense of why they were in the institutes they would doubtless have developed considerably more commitment to the goals and ideals of Plans for Progress, and would have been more prepared to devise and implement programs in their schools which are consistent with the philosophy of the director.

Recommendations

1. *Emphasizing the philosophy:* The institute will profit if it emphasizes the philosophy of developing the groundwork for an identity direction and responsible habits in the deprived youth. This approach is aimed at filling an area in their life otherwise largely ignored and difficult to develop in a deprived culture.
2. *Ways of implementing new approaches in the schools:* The institute would profit from the inclusion of some concrete examples of programs which could be initiated at the elementary and secondary school level. Such concrete examples as the one discussed in the critique will help to break down the attitude of traditionalism among the participants and perhaps develop some creative thinking. Discussions and brain-storming with respect to the development of significant experiences for youth in school could form a vital and exciting part of an institute.
3. *Follow-up:* A follow-up meeting of participants some time after the institute could have been planned. Follow-up would be valuable, especially in the context of two suggestions of emphasizing the philosophy of the early start and implementation of new programs in the schools. Follow-up would, of course, serve for regenerating motivation, interest and impetus to action. Some participants volunteered and others, when asked if they thought a follow-up would be valuable, indicated some apprehension. This apprehension was based on the fact that they felt they should be doing some kind of activity, and had not. For this reason a follow-up would be valuable as a means of promoting concrete programmatic changes in the counselors' work.
4. *Speakers:* The program would be enhanced if the speakers were carefully selected for appropriate content material in the context of the goals of the program, and secondly, that they be selected on the basis of their ability to inspire.
5. *The development of commitment:* Issues which provide a basis for some controversy should be planned into the program. This approach develops an emotional involvement which provides a stimulating atmosphere for the institute and a basis for commitment. This involvement can be accomplished by having speakers with antithetical positions speaking or, by having the director create a set to get to the heart of the matter rather than dealing with the general level of appearances.
6. *Participants:* The inclusion of higher level administrative personnel from the schools in the institute should be considered. The principal-teacher-counselor team often needs the cooperation of curriculum planners and other administrators to be able to implement changes in the school system.
7. *The institute staff:* The director should have one or more assistants. The assistant could be an advanced graduate student who is experienced in group process and interpersonal behavior. The assistant should be available to the director during the planning phases of the institute in order to insure his involvement in the program and provide the director with a sounding-board for his own ideas.
8. *Future institutes:* Institutes should be held in the future because of the unique effect created by industries' interest in educational problems. The positive effects which developed through institute participation were to a large degree a result of the interest and concern expressed by industry.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE XIV

Workshop Organization

This workshop in a dynamic, growing metropolitan area was organized as a three week summer course which could be taken for graduate credit. It was available to high school counselors, administrators, and teachers of the county school districts. Enrollment was by invitation only through the offices of the superintendents of the participating school districts.

The fifty participants were organized into five groups of ten members each. The groups functioned as units for the field trips and also for final reports, which were prepared as group projects and were formally presented on the final day of the workshop. The general plan of the workshop included three days devoted to panel discussions, lectures, films, and general orientation which was followed by a week and a half of field trips. The final week consisted of panel discussions and presentations on a variety of issues relating to minority group employment and related topics. During this third week a day was set aside for a joint meeting of industrial representatives, the workshop participants and staff. This meeting allowed the participants to voice views and ask questions directly of industry and vice versa.

Outcomes of the Workshop

Outcomes will be discussed in terms of the objectives set forth for vocational guidance institutes by Plans for Progress.

1. To provide job opportunities for minority youth by making employers and schools aware of matching potential to job demands.

The first hand acquaintance with industry's needs, brought about by the field trips primarily, was valuable in moving participants toward this goal. The knowledge of some of the limitations faced by the educators gained by industry moved some toward active efforts to help. Many companies instituted their own training programs, while others made surplus or outdated equipment available to schools to enable a closer matching of potential to job requirements. Some businesses even hired minority youths who do not compete well with Caucasians on entrance exams in order to give them a chance to prove themselves on the job.

The educators had little knowledge of the complexity and variety of industrial jobs. They came to better appreciate the importance of high qualifications on the part of job applicants which led the educators to press for curriculum changes which would better prepare graduates for the job situations. This pressure for curriculum change was directed at school district level administrators, few of whom participated in the workshop. Many participants hoped for eventual cooperation from school district administrators, and suggested that these high level administrators be invited to participate in future workshops. Only if administrators will actively support their counselors and teachers can effective job preparation for minority youth be implemented.

2. To increase the counselors' knowledge about changing employment conditions and opportunities, particularly for minority youths.

As mentioned above, the experience provided by the field trips greatly increased the counselors' knowledge. Awareness of changing employment conditions and opportunities, was most evident in service jobs; such as bakers, bus drivers, elevator operators, telephone operators, receptionists, etc. Openings as sales clerks, stock boys, cooks, and the higher skilled service jobs in general have not been available. Educators are facing the challenge of producing socially capable and presentable students for a wider variety of service jobs than before.

A fairly large and vocal group of educators suspect that business and industry are providing only token employment of minority group members in specially selected departments or areas of employment; and that entry level jobs are as far as their people will be allowed to advance. This group believes that minority group members tend to advance more slowly than Caucasian competitors; that some departments of many industries and businesses are still not integrated and that minority group members who are employed tend to be "exhibited" in public view. Also, some people feel that industries with a market to gain are progressing faster toward genuine equal opportunity employment of minority group members than are those with no prospect of any immediate gain in sales or production. Thus, the credibility of business and industry assertions that they are "Equal Opportunity Employers" is questionable.

A counter argument to this impression advanced by one industry is that the labor union has been very active in supporting Negro employees' requests for advancement. Neither side of this controversy is entirely correct, but concrete evidence of existing changes was presented to institute participants.

3. To assist in the establishment of regular communications between educators and industrial personnel.

Some of the more aggressive counselors and dedicated industrial personnel have maintained regular communications. The majority of educators and industrial personnel have not maintained personal contact with one another. However, the contacts which were established appear to be of good quality and have resulted in job placements for some high school graduates.

4. To enhance the educators' and counselors' understanding of the attitudes which economically deprived youths have toward employment.

The educators were predominantly Negroes with Masters degrees. Thus, the material presented by lecturers and panelists was highly repetitious of that which many of them had in college. The fact that they worked daily with deprived youths further acquainted them with the attitudes of these students. New information became available as a result of the feedback between industrial representatives and counselors. The educators got more complete information about the way the minority students were presenting themselves for job interviews and how they filled out employment applications. In response to this new knowledge they have instituted special training units in filling out applications, speaking in an interview, and dressing presentably. This upgrading of students' style and manner is quite concrete, but also effective in enhancing the confidence of minority group persons who are being interviewed by an industrial employer for the first time.

5. To change attitudes of educators in the areas of Optimism, Realism, and Commitment.

The counselors who participated in the Plans for Progress Institute may be characterized as guardedly optimistic. They were tremendously impressed by industry's interest in their problems. This interest has given them considerably more optimistic views toward the future. In isolated instances the participant has become an idealist and a crusader as a result of first being too optimistic and then being disillusioned. For most of the participants the institute experience culminated in an increase in optimism. The participants were suspicious of the motives of industry when the institute began; however, they were convinced by what they saw and emerged more optimistic.

The participants became more realistic because they gained an appreciation for the position of industry. The most powerful effect of the institute upon the participants was understanding industry, the kinds of problems it has, and an appreciation for industry's standards of competence. Although the participants have not adopted industry's standards as being completely fair and valid, their view is more realistic because industry was previously seen as unconcerned and against any changes in employment practices.

Participants also became aware of how minority persons have presented themselves to employers. This realization has spurred efforts by counselors and teachers to institute programs in interviewing and job application as well as emphasizing personal grooming.

Optimism was often dampened by observations such as seeing two hundred women in a plant doing a repetitive task with no minority group women represented in the work force. Discouragement due to suspected tokenism and window dressing in minority group employment brought about increased commitment to improving the preparation of students who will be entering the work force. Essential to this commitment is the optimism generated by the interest which industry has shown in the preparation of youth for the job market.

Critique of the Institute

Due to the overall enthusiasm and commitment of industry and educators, the director and his assistants organized an exceptional workshop. Putting the administration of the workshop directly in the hands of leaders in the Negro community who have effective relationships with Caucasians worked well. Many of the participants had been students of the director so considerable rapport was present between the staff and participants.

The field trips and the joint meeting of participants with industry representatives were the most impressive parts of the institute. The field trips provided first hand information about job requirements. This experience helped counselors and teachers to gain a feeling of confidence when speaking with students.

The field trips were especially successful because the participants evaluated each industry, sometimes on the industrial site, getting immediate answers to questions. The evaluations were sent back to industry, and reportedly, were well received.

Specific outcomes of the field trips were the compilation of job descriptions by some industries for distribution to participants, and maintainance of individual contacts between education and industry.

Institute participants had one-half day to prepare questions and arguments for the first meeting with industrial representatives. The Chairman of the Plans for Progress Board presided over the meeting.

The outcomes of this meeting, in addition to the considerable increase in respect for one another, were that industries participating in business and industry days now go into the predominantly Negro schools for the first time, and the vocational education programs are being improved by the installation of equipment donated by industry.

In terms of generated effects which have not yet been mentioned, an industrial representative stated that recruiting had become easier since the institutes. Another industry reports greater success in recruiting minority youth.

Some of the educators are experimenting with extending Distributive Education and Vocational Cooperative programs downward to the ninth and tenth grades, the crucial drop out range. Also, the responsibility of the employee to his employer is being emphasized in the schools.

Of course, one cannot overemphasize the enthusiasm generated by the institutes and the opening of communications. The joint meeting provided a unique opportunity for two-way communication.

Two other extremely important outcomes were the more realistic attitude of the counselors mentioned above which also includes a realization that the problem of the minority group youth is parents who disdain the notion that their son or daughter should ever be a blue collar worker. Parents want their children to attend college, often unrealistically. This problem has been recognized by educators at all levels.

The task orientation of the institutes toward employment problems which brought people together to work toward solving a problem produced a significant change in the attitudes of the participants toward persons of other races.

Recommendations

The means employed in this institute followed the guidlines of the original Plans for Progress pilot program. Many of the participants felt that the preparatory classroom presentations were of little value as they duplicated academic work. Suggestions to spend more time on field trips, visit fewer industries per day, and to intersperse group discussion with field trips were being considered for future institutes. Also, it was recommended that evaluation check lists be provided before visiting an industry.

Another recommendation was that the scope of the institutes be broadened to include more concern for the culturally deprived rather than the culturally deprived of a minority group.

The fact that most schools in this area are for all practical purposes not integrated, coupled with the predominantly Negro participants from these schools, lead one to suspect that white counselors, who counsel few, if any, minority students, were relatively untouched by this institute. One white counselor from an all white school actually felt he would not be able to use the information he had gained until his school became integrated. The thought that this institute applied equally to all disadvantaged youth may have been discouraged by the fact of its large component of Negro participants. However, on the more positive side, it is true that Negro and minority youth are mainly counseled and educated by Negro educators, and to prepare white counselors, far in advance of any needs they feel they have for such preparation, is likely wasted effort. The education of white counselors should emphasize the fact that disadvantaged does not always mean minority group.

The possibility of gaining graduate credit from participating in this workshop was contingent upon the individual participant's turning in an applied project which aimed at using the newly gained information in his actual work with students. This approach is an effective means of assuring follow through by participants.

Utilizing predominantly minority group participants reaches those who are actually counseling minority group students. The emphasis on field trips, the idea of graduate credit contingent upon an action-oriented project, and the inclusion of a joint industry-education meeting all appear to be effective means of accomplishing the Plans for Progress goals. The changes for future institutes, i.e., modifying the field trip schedule, eliminating some of the redundancy in lecture presentations, including higher levels of school administration, and introducing more opportunity for group discussion can serve only to improve an already effective and efficient approach to the solution of the problem of minority group employment.

The most emphatic recommendation to be made is that the institute be continued as it is unique in its effect and of unquestionable value. Enthusiasm for the Plans for Progress Institute in both industry and education was impressive and their ability to cooperate in carrying out the program was outstanding.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE XV

Institute

The institute received its initial stimulus from the National Plans for Progress Program and was implemented through the local personnel association. The format of this institute consisted of speakers which formed a part of the program every day. There were field trips to industry and business. A total of 24 industries were visited with approximately six industries visited by each participant. The other chief characteristic of the program was that of group interactions both large and small. This tended to be the unique feature of the program because of the confrontation emphasis of the groups' interactions.

The small groups were formed essentially to discuss the various industries visited. In fact, they were confrontation groups through the efforts of the director. These groups consisted of eight members each. They met for one or two hours, once a day. The groups were formed anew each day so that each group consisted of a different composite of people. The director assigned a participant as chairman of each group. The director then moved from group to group serving as a stimulus and catalyst. Another activity included the analysis of each industry visited. The participants evaluated each industry, wrote down their evaluation, which was to be printed up, and sent them out to the participants.

The institute lasted three weeks and enrolled approximately 38 participants. The participants consisted of administrators, counselors, school teachers and visiting teachers or truant officers.

The Director

The director of the Plans for Progress Institute is the Director of Counselor Training in the Department of Education of a university. His philosophy regarding the program is that a Plans for Progress Institute without effective interaction to bring out hidden problems and overcome difficulties in interpersonal communication cannot be effective.

The director's role in the institute included the traditional functions of administering the institute as well as providing stimulus to discussion groups, implementing his belief that it is important to change participants' attitudes through open confrontation, argument and dialogue.

He tends to dislike offering accreditation to the participants since, in his own opinion, this causes them to put on a mask and assume the role of student and not get to the heart of the matter.

Industry Representation

The industrial representative was an executive personnel manager for a very large corporation. He was a humanistic person who genuinely understood the nature of the Plans for Progress program and understood what was happening in their specific program. He had close communication with the director as well as taking an active role himself. For instance, he has already met with another industrial representative and the superintendent of schools to discuss the next year's Plans for Progress institute.

His general understanding of the program was that it aims to "show the underprivileged that we are genuinely concerned about their problems and want to do something about it." To a great extent he saw the solution as having the school system improve their functions. On the other hand he was open to suggestions of including industrial participants and tried to develop attitude change there as well as among important school members. He shared with the director the opinion that more school administrators should be included.

This is the second year the institute has been conducted in the city. Its initial stimulus came from people in Washington and it became a reality through the city's personnel association which includes approximately 600 personnel officers from the metropolitan industry and business. Industry was cooperative and congenial in their part of the Plans for Progress program. Participants were able to talk with plant workers and with executive officers in the various organizations. Business and industry apparently graciously handled some fairly barbed remarks from participants.

A total of about 24 industries and businesses were included in the visits. Five to seven industries were visited by each participant. Industries' representation was dependent upon valuable key members on the steering committee who serve as a thin but important bridge between the industrial world and school system.

Participants Reaction

The participants interviewed included a principal of a junior high school, a vice principal of a high school, a combination school teacher and guidance counselor and a teaching coordinator and job placement person. The participants gave a mixed picture of their reactions. There did not seem to be a common feeling regarding the experiences of the institute.

Some of the generally agreed upon evaluations of the institute by the participants included the following: There was a general belief that the industries represented were genuine and sincere in their concern over the impoverished Negro youth. The participants believed that the sampling of industry offered a good range and cross section of the business and industrial world, and was considered as valuable by the participants.

The general impression of the speakers, as indicated by participants, was that they were of quality and of value. The participants felt that they were influenced by the other participants at least as much as they were by the speakers.

The participants' reactions to the confrontation group model was similar in some respects but also differed in some dimensions. They generally agreed that the groups made the program vital and vital issues were discussed and argued. Thus the general belief was that the participants did get at the nuclear issues involved. Beyond this the participants' reactions tended to differ. Two of the members quite violently and vociferously disagreed with one another on a number of issues. The one member described the institute as "creating more smoke than light." My general evaluation of these two was that they were so thoroughly embroiled in personal interaction that they virtually lost sight of the Plans for Progress goals, and even now some six months later, found it difficult to talk about much beyond the anger that they still felt. The other members generally tended to agree that the group confrontation techniques was valuable. It had the effect of breaking down teacher role professionalism and the concomitant phoniness that can go along with this. One of the participants, a Negro, indicated that she talked with whites about Negroes for the first time in her life.

The confrontation groups also had the effect of giving some of the members a feeling of uncertainty and uneasiness which took the form of requesting, upon reflection, more structure. Another impact of the small groups was that the participants did not get bored. The institute lasted three weeks but no one indicated that it should have been shorter, and one of the participants suggested meeting for a longer period of time. In general, it can be said that the small groups were instrumental in creating dissonance within the participants. The question is whether there was too much dissonance, the right amount, or if there should have been more effort toward reducing the dissonance toward the end of the institute. There is no question that two of the members ended up with considerably too much dissonance, which still has not become dissipated. One of the members indicated that a way to handle too much unresolved conflict would be by having a final week of brain storming resolutions and tackle the problems developed.

One of the indications that the institute did seem to get at the heart of the matter regarding the Negro problem was exemplified in a large proportion of the participants suggesting that the problem eventually must be attacked at the elementary school level.

Some of the participants indicated a concern about the lack of improved communication between industry and the schools. The two school administrative participants were both involved in communicating results of the institute to parents of Negroes at PTA, and to the students through assemblies. Other than that they felt a lack of direction and asked how they might further attack the problem. They did not seem to be directly aware of the importance of their attitude in terms of influencing their teachers, and it did not occur to them to set about creating similar attitudes among their teaching staff. Yet the potential for supporting programs which may be of value remains very high.

One of the chief results of the institute was a generation of the attitude that the participants could genuinely communicate with the Negro youth, and that vocational opportunities are indeed there if they wish to become qualified. Before the institute, many of the participants could not honestly communicate because they were not as convinced of the availability of jobs themselves as they were upon conclusion of the institute. The participants vividly recalled the institute and were still concerned with being involved in implementing changes and improvements.

Recommendations

1. Administration. The director should have one or more professional assistants.
2. Participants. Participants should be from industry, key school administrators and representatives from unions.
3. Small group confrontation. There can be little doubt that the small group confrontation is a valuable attitudinal change instrument or vehicle. Experienced group leaders could assist in maximizing the emotional experience and help resolve conflicts which sometimes tend to overshadow the content and programmatic aspects of the institute.
4. Future institutes. The institute was successful and valued by most participants. The industry sponsorship of the institute is unique and should be continued as planned with emphasis on a broader range of participants.

PLANS FOR PROGRESS

VOCATIONAL GUIDANCE INSTITUTE XVI

Institute Structure

The institute was held for a two week period. The participants consisted of administrators, teachers and counselors from six public schools and four parochial schools, representatives from the local youth opportunity center and two members from industry. The total number of participants was 28. The participants met from 9:00 a.m. to 4:00 p.m., or later, in the afternoon, excluding the weekends. They received an $85.00 per week stipend and academic credit, although the school principals received neither.

The program was well balanced and well planned. It included speakers from industry, education, government, labor and a panel of Negro dropouts. Discussions were held in both large and small groups. The program also included several visits to business and industry. There was a reading assignment, a bibliography from which people could select readings, and written daily reactions required of the participants. A final summary evaluation and summary paper were also required.

The object of the program was helping deprived Negro youth. At the conclusion of the program a booklet was written entitled "Dialogue," which is a complete summary of the institute's activities, philosophy, and includes a sampling of the critique and evaluation of the institute offered by the participants.

The workshop was a reflection of the personality and orientation of the director. In the booklet "Dialogue" are some statements which give an indication of the essence of the workshop. The following passages are quoted from the book, "Dialogue." "In view of similar employer-school efforts, such as work-study programs, the workshop may properly be regarded as an additional stimulus rather than a unique beginning. What was unique about the workshop was the continuing attention paid to the circumstances and needs of youth, rather than the abstract consideration of impersonal job requirements or curricular expediencies. Consequently, the workshop participants were continuously confronted by dilemmas which will require long-time attention. Let what is done by the participants in their institutions to deal with this crisis be a measure of the accomplishment of the workshop."

The institute was well planned, well managed, and very successful.

Administrative Staff

The director of this institute is Director of Guidance in the public schools. His philosophy regarding the program was an emphasis on encouraging the participants to genuinely understand the problems and plight faced by disadvantaged Negro youth. The chief practical concern was that the program not be an intellectual experience only, but an experience that involves sufficient affect that attitude change would ensue. He wanted not only a broad representation from the schools, but also sought to include people from industry and business as participants.

The assistant director was a Negro woman who also works for the public schools guidance and placement division. She did much of the detail and public relations work. The quality of this program is to an important degree a function of her work.

Industry Participation

The involvement of industry was most impressive in this city. We spoke with two men representing the industry and business of the city. One is a retired executive who is enthusiastic about being involved in a poverty program where he functions as a representative of the industry-business world. The other man is in personnel in a public utility company. He mentioned plans to attend two schools for purposes of talking with school representatives about courses they offered and arranging for students to work part-time in his company. These two men were attitudinally, philosophically and actively involved in working on the problems of the deprived Negro youth in liaison with the schools.

The function of the Plans for Progress steering committee was assumed by key figures who are members of another large organization called the Voluntary Committee on Equal Opportunities Inc. This organization has in its membership around 20 or more representatives of the local industry and business. The organization was established in 1963 predating the Civil Rights Act of 1964. They recently printed a booklet entitled the "Equal Opportunity Employer." The booklet is comprehensive, offering philosophic and concrete ways to implement employment of Negroes in industry and business. The booklet is valuable and the "content" index is as follows:

- Toward Community Prosperity
- The Importance of Leadership
- Examination of Equal Employment Policies
  - Survey of Present Situation
  - Projection of Job Vacancies
  - Testing
  - Training
- Establishment of Equal Opportunity Policies
  - Management Responsibilities
  - Counseling
  - Letting the Community Know
- In-Plant Indoctrination
  - Management
  - Supervisors
  - Employees
  - Union Officials
  - House Organs
- Hiring Negro Employees
  - Recruiting
    - Skills Bank
    - Youth Employment Center
  - Testing
  - In-Plant Training
  - Fair Employment Practices Laws
  - Advertising in News
- Understanding the Negro Community
  - Structure
  - Aims and Objectives of Negro Organizations

The booklet might be used in future Plans for Progress Institutes, as part of the reading list, especially because it is the product of local industry.

The voluntary council has initiated programs and taken part in activities which deserve mention. In one program they trained high school graduating Negro girls who could not qualify at entrance level jobs in the area of typing. They called this pilot group 1 and they are now training pilot group 5. They conducted a typing school for this group of girls, paid their travel to the school and promised them job placement upon successfully reaching a 40 word word per minute typing level. The program turned out to be a great success with an extremely high ratio of girls passing the requirement and finding employment. The following pilot groups of identical nature did not have as high a ratio of success, because the ability level of the following groups declined. The council also is working to hire youth on a part-time basis. Other activities include having "living witnesses" visits to the schools.

Key figures such as the retired executive cannot be underrated in the development of liaison between schools and industry. Because of his status in the community he has many doors open to him, and he seems to be a nuclear person forming an important bridge. As mentioned before, Plans for Progress is unique in its opportunity to bring about some genuine attitude change in members of industry personnel through experiences rather than through influence from top management.

A good two-way communication exists between industry and the schools. The presence of these two industry people throughout the institute offered a great deal of credulity to the stated intentions of industry in this city.

Participant Reaction

Participants interviewed included teachers, counselors and one principal representing three schools. In general, the reaction of participants to the institute was enthusiastic. They felt good about the institute and believed it to be a complete, comprehensive program. On the other hand, they were left with discomfort regarding the total problem of the Negroes' condition and employment difficulties. Sufficient tension existed to leave the participants with a commitment to do something about the problem. The participants were reality oriented, but optimistic. As a group they were endeavoring to chip away at the problem in spite of its enormity. They felt that they were doing something significant, and yet were not disillusioning themselves regarding the depth and complexity of the total problem.

The participants shared a well balanced intellectual and emotional experience which did not preclude the accomplishment of the institute's goals. They were optimistic but neither unrealistic nor platitudinous.

In this city some reciprocal relationships were in the process of developing between industry and the school system. The institute enhanced this two way relationship, and offered the promise of greater reciprocity in the future. Participants felt they communicated some important things to industry as well as having learned some important things from industry. Examples of this feeling included a statement that "industry wanted a better relationship with us and didn't realize that we would be willing." One high school principal complained about the overlap of training programs in his school and training received in industry. This complaint however, had a note of optimism because he believed that there now is the possibility of eliminating duplicity in training and of using the school as a genuine training resource. The participants also discovered the potential of changing entry job requirements, which seem extreme and often unreasonable for low level entrance jobs, to a more realistic level through their influence in industry. A remark by industry participants that they were breaking down the "iron curtain" between schools and industry also indicated the positive feelings developing between the two groups.

Many of the participants do not need the institute for purposes of attitude maturation and change. These are participants who have worked for two years with Negro youth in the school system. In this program, those who didn't need attitude change profited immensely through their interaction with industry and the resulting optimism and impetus to action.

This institute was successful in causing concrete programs to be implemented. In one school, the counselor is involved in activities such as encouraging the Negro youth to take many entrance tests, examinations, and so forth if for no other reason than to become accustomed to taking tests. The counselor publishes names on the bulletin boards of those who passed tests.

The participants offered many ideas in the way of constructive suggestions for the institute and for accomplishing the goals of the institute. Some of the ideas offered by participants included the inclusion of government representatives both as lecturers and participants because government is one of the prime employers of the Negro population. They suggested that other people in the school administration might be included as participants, specifically those people representing employment placement for the school district. The school representatives are examining the school system to see how it might be improved. Other suggestions included reducing the duplicity of training in industry and schools, especially vocational schools. The participants also indicated an interest in serving as a more comprehensive resource to industry, in many cases wanting to at least supplement, and sometimes replace, tests by one-to-one communication between personnel people in industry and the counselors in the schools

Critique of the Institute

Membership Selection for the Institute

The inclusion of counselors, teachers, and administrators of the school system and people representing the youth opportunity center is good. It seemed to be one of the essential ingredients in making the institute a success. This should be emphasized and continued. It should be pointed out that the impact on the two participants representing industry was, from the director's point of view, an important and perhaps profound one. The experience in the institute was sufficiently impressive for the two industry participants that the younger industry participant wanted to volunteer his time to the school system. The director, consistent with his philosophy, advised him instead to seek support for programs aimed at increasing employment opportunities for minority youth. It has been suggested that representatives of labor, executive personnel from unions, and representatives from government holding key hiring positions should also be included as participants and probably also as panelists and lecturers.

The selection of participants is dependent upon the emphasis of the program. If the program emphasizes only industry, industry should not be included as participants. On the other hand, if the emphasis is more strictly on changing attitude, including only people who are already apprised of the Negro situation and who have many years of experience would not be beneficial. Perhaps the best solution is an institute which emphasizes both industry and the social-psychological world of the Negro. As a consequence including representatives from industry, school and other pertinent areas is essential to reaching the institute's goals. Both institutions profit from the program and they have an important impact on one another.

Philosophy of the Director

The general philosophy of the director was exemplified in the program. A considerable amount of success in reaching the people at a significant level was accomplished. This resulted from a thoughtful approach to the institute which encompassed most of its content. The key to success in this institute was a tone which was neither too cognitive nor too emotional. Turning to small groups too heavily as a technique may not be the most efficient means of reaching the objective; a planned amount of dissonance without relying heavily on small groups seemed to accomplish a better balance.

Management of the Institute

The assistant director was very valuable to the effectiveness of the institute, freeing the director from many pedestrian tasks and allowing him to put his talents to the best use.

Speakers

Many of the lecturers of the institute spoke directly about the local setting. This unquestionably made the lectures more vital and more pertinent because they were not over-generalized but tended to focus on the local situation. Situations differ from city to city and narrowing the focus to the social, economic and psychological structure of the city was an excellent idea. Another effective technique was having lecturers with different points of view. For instance, one speaker incidated how excellent the employment situation was, emphasizing the general health of the economy. He was followed by a lecturer who said that Negroes are not finding jobs. This was pre-planned and seemed to be an effective stimulus to further thinking.

The director and many participants commented favorably on the lecture presented by an associate professor of sociology and anthropology. His topic was the history of the Negro family. The content of his lecture was sufficiently startling and enlightening to have an impact even on the Negro participants.

Industry

The presence of industry persons, even in a quasi-participant level, had a great impact. This is partly due to the quality of the two men who served as participants. Without them the program would have been far less impressive.

Negro Youth Panel

The use of the dropout Negro youth panel was favorably viewed by the participants. Such things should certainly be included, and the participants' suggestion that unemployed Negro youth be used should be considered in future institutes. Field trips to impoverished areas might also be included.

Prologue Groups

The idea of prologue groups, offered by the director, to develop communication lines before the institute starts appears to be a good one. However, overdevelopment of effective communication can result in losing sight of the goals of the institute. Personal encounter groups or effective interaction should probably be tempered. Groups should not be heavily relied upon to give the institutes meaning, especially when the groups are of an encounter type without responsible control achieved by professional supervision.

Appendix I
DATA TABLES

TABLE 1

Comparison of pre-institute attitudes toward poverty and post-institute attitudes toward poverty.

Schedule A
(N=306)

Item	Pre-institute mean	Post-institute mean	t	P*
1	3.35	3.56	-0.91	n.s.
2	3.29	3.48	-0.94	n.s.
3	6.42	6.25	1.20	n.s.
4	5.15	5.36	-1.07	n.s.
5	3.88	3.90	-0.06	n.s.
6	4.27	4.14	0.62	n.s.
7	5.63	5.61	0.11	n.s.
8	3.69	3.87	-0.87	n.s.
9	6.05	5.96	0.50	n.s.
10	5.31	5.10	1.05	n.s.
11	2.86	2.79	.38	n.s.
12	3.94	4.14	-0.90	n.s.
13	4.14	4.30	-0.78	n.s.
14	4.50	4.43	0.32	n.s.
15	3.83	3.83	-0.00	n.s.
16	3.92	4.06	0.75	n.s.
17	4.74	4.54	1.06	n.s.
18	4.74	5.08	-1.93	.05
19	2.35	2.27	0.58	n.s.
20	2.48	2.44	0.21	n.s.
21	4.58	4.94	-1.84	.05
22	3.54	3.53	0.03	n.s.
23	3.27	3.27	-0.04	n.s.
24	3.93	4.10	-0.97	n.s.
25	2.86	2.85	0.04	n.s.
26	3.84	3.76	0.46	n.s.
27	4.25	4.28	-0.14	n.s.
28	3.50	3.66	-0.78	n.s.
29	2.45	2.78	-2.27	.025
30	4.37	4.18	0.99	n.s.
31	2.90	2.93	-0.19	n.s.
32	3.75	3.88	-0.66	n.s.
33	3.57	3.47	0.52	n.s.
34	4.25	4.09	0.87	n.s.
35	3.68	3.43	1.30	n.s.
36	4.46	4.54	-0.43	n.s.

* One tailed test

TABLE 2

Comparison of pre-institute attitudes toward the problem of minority youth unemployment and post-institute attitudes toward the problem of minority youth unemployment.

Schedule B
(N=193)

Item	Pre-institute mean	Post-institute mean	t	P*
1	2.73	2.15	3.05	.005
2	1.88	1.80	0.69	n.s.
3	1.68	1.56	0.90	n.s.
4	2.88	3.14	-1.25	n.s.
5	5.71	5.65	0.33	n.s.
6	3.88	3.65	1.08	n.s.
7	3.26	2.70	2.73	.005
8	4.38	4.04	1.44	n.s.
9	3.43	3.29	0.53	n.s.
10	2.43	2.24	1.46	n.s.
11	3.05	2.76	1.24	n.s.
12	2.39	2.30	0.51	n.s.
13	3.82	3.78	0.18	n.s.
14	2.75	2.82	-0.33	n.s.
15	3.31	3.63	-1.29	n.s.
16	2.34	2.17	0.96	n.s.
17	2.81	2.69	0.59	n.s.
18	3.05	2.74	1.18	n.s.
19	3.82	2.89	3.44	.0005
20	3.92	3.09	3.22	.005
21	5.96	6.29	-1.71	.05
22	5.05	5.56	-1.92	.05
23	3.89	4.51	-2.26	.025
24	3.26	3.17	0.40	n.s.
25	3.21	3.21	-0.01	n.s.
26	2.63	2.06	2.71	.005
27	4.76	4.78	-0.07	n.s.
28	4.80	5.06	-0.92	n.s.
29	3.51	4.18	-2.66	.005
30	1.85	1.76	0.55	n.s.
31	1.88	1.61	0.52	n.s.
32	4.40	4.84	-1.61	n.s.
33	3.69	3.46	0.83	n.s.
34	1.48	1.39	0.93	n.s.
35	4.78	4.90	-0.37	n.s.
36	2.16	1.91	1.71	.05
37	3.24	2.71	2.22	.025
38	2.15	2.11	0.20	n.s.
39	2.12	2.10	0.12	n.s.
40	4.26	4.05	0.73	n.s.

(Continued on next page)

TABLE 2 (Cont'd)

Comparison of pre-institute attitudes toward the problem of minority youth unemployment and post-institute attitudes toward the problem of minority youth unemployment.

Schedule B
(N=193)

Item	Pre-institute mean	Post-institute mean	t	P*
41	2.67	2.15	2.49	.01
42	3.70	3.89	-0.68	n.s.
43	4.64	4.76	-0.51	n.s.
44	3.05	2.81	1.36	n.s.
45	4.42	4.36	0.25	n.s.
46	3.67	3.61	0.21	n.s.
47	4.40	4.42	-0.05	n.s.
48	3.40	3.10	1.23	n.s.
49	3.31	3.39	-0.30	n.s.
50	4.23	4.16	0.26	n.s.
51	1.67	1.74	-0.49	n.s.
52	4.92	5.63	-2.94	.005
53	4.98	5.43	-2.15	.025
54	4.25	4.25	-0.01	n.s.
55	4.74	4.82	-0.29	n.s.
56	4.57	4.36	0.77	n.s.
57	3.37	3.47	-0.40	n.s.
58	5.04	5.82	-3.32	.0005
59	5.55	5.46	0.39	n.s.
60	4.58	4.65	-0.29	n.s.

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* One tailed test

TABLE 3

Comparison of pre-institute attitudes towarrd the problem of minority youth unemployment and follow-up attitudes toward the problem of minority youth unemployment.

Schedule B
(N=194)

Item	Pre-institute mean	Follow-up institute mean	t	P*
1	2.73	2.53	1.06	n.s.
2	1.88	1.94	-0.53	n.s.
3	1.66	1.67	-0.09	n.s.
4	2.86	3.01	-0.70	n.s.
5	5.71	5.39	1.77	.05
6	3.88	3.75	0.56	n.s.
7	3.26	2.85	1.99	.025
8	4.38	3.99	1.71	.05
9	3.43	3.09	1.32	n.s.
10	2.43	2.29	1.04	n.s.
11	3.05	2.94	0.47	n.s.
12	2.39	2.31	0.50	n.s.
13	3.82	3.58	1.07	n.s.
14	2.75	2.48	1.34	n.s.
15	3.31	3.33	-0.08	n.s.
16	2.34	1.98	2.11	.025
17	2.81	2.54	1.29	n.s.
18	3.05	2.61	1.80	.05
19	3.82	3.34	1.73	.05
20	3.92	3.44	1.81	.05
21	5.92	6.23	-1.42	n.s.
22	5.05	5.54	-1.90	.05
23	3.89	4.08	-0.69	n.s.
24	3.26	3.16	0.43	n.s.
25	3.21	3.38	-0.64	n.s.
26	2.63	2.29	1.51	n.s.
27	4.76	4.72	0.16	n.s.
28	4.80	4.75	0.19	n.s.
29	3.51	3.59	-0.31	n.s.
30	1.85	1.82	0.14	n.s.
31	1.68	1.82	-1.11	n.s.
32	4.40	4.57	-0.60	n.s.
33	3.69	3.61	0.29	n.s.
34	1.48	1.53	-0.34	n.s.
35	4.78	4.73	0.17	n.s.
36	2.16	2.12	0.25	n.s.
37	3.24	3.23	0.04	n.s.
38	2.15	2.04	0.58	n.s.
39	2.12	2.05	0.48	n.s.
40	4.26	3.96	1.07	n.s.
41	2.67	2.37	1.44	n.s.

(Continued on next page)

TABLE 3 (Cont'd)

Comparison of pre-institute attitudes toward the problem of minority youth unemployment and follow-up attitudes toward the problem of minority youth unemployment.

Schedule B
(N=194)

Item	Pre-institute mean	Follow-up institute mean	t	P*
42	3.70	3.44	1.02	n.s.
43	4.64	4.63	0.04	n.s.
44	3.05	2.74	1.77	.05
45	4.42	4.03	1.63	n.s.
46	3.67	3.71	-0.16	n.s.
47	4.40	4.44	-0.15	n.s.
48	3.40	3.02	1.61	n.s.
49	3.31	3.43	-0.50	n.s.
50	4.23	4.24	-0.04	n.s.
51	1.67	1.67	-0.00	n.s.
52	4.92	5.18	-1.05	n.s.
53	4.98	5.18	-0.94	n.s.
54	4.25	4.37	-0.51	n.s.
55	4.74	4.72	0.08	n.s.
56	4.57	4.27	1.16	n.s.
57	3.37	3.36	0.04	n.s.
58	5.04	5.45	-1.74	.05
59	5.55	5.11	1.82	.05
60	4.58	4.47	0.44	n.s.

* One tailed test

TABLE 4

Comparison of post-institute attitudes toward the problem of minority youth unemployment and follow-up attitudes toward the problem of minority youth unemployment.

Schedule B
(N=194)

Item	Post-institute mean	Follow-up institute mean	t	P*
1	2.20	2.53	-1.88	.05
2	1.81	1.94	-1.01	n.s.
3	1.56	1.67	-1.02	n.s.
4	3.12	3.01	0.50	n.s.
5	5.67	5.39	1.49	n.s.
6	3.66	3.75	-0.42	n.s.
7	2.68	2.85	-0.81	n.s.
8	4.01	3.99	0.08	n.s.
9	3.27	3.09	0.67	n.s.
10	2.23	2.29	-0.42	n.s.
11	2.75	2.94	-0.81	n.s.
12	2.31	2.31	-0.00	n.s.
13	3.79	3.58	0.87	n.s.
14	2.82	2.48	1.64	.05
15	3.60	3.33	1.03	n.s.
16	2.16	1.98	1.08	n.s.
17	2.68	2.54	0.70	n.s.
18	2.72	2.61	0.44	n.s.
19	2.91	3.34	-1.65	.05
20	3.11	3.44	-1.27	n.s.
21	6.29	6.23	0.33	n.s.
22	5.58	5.54	0.18	n.s.
23	4.52	4.08	1.52	n.s.
24	3.16	3.16	-0.00	n.s.
25	3.19	3.38	-0.63	n.s.
26	2.05	2.29	-1.25	n.s.
27	4.75	4.72	0.12	n.s.
28	5.08	4.75	1.19	n.s.
29	4.21	3.59	2.28	.025
30	1.75	1.82	-0.49	n.s.
31	1.61	1.82	-1.68	.05
32	4.82	4.57	0.96	n.s.
33	3.43	3.61	-0.64	n.s.
34	1.38	1.53	-1.24	n.s.
35	4.92	4.73	0.63	n.s.
36	1.91	2.12	-1.35	n.s.
37	2.69	3.23	-2.14	.025
38	2.10	2.04	0.32	n.s.
39	2.09	2.05	0.25	n.s.
40	4.08	3.96	0.43	n.s.
41	2.20	2.37	-0.84	n.s.

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TABLE 4 (Cont'd)

Comparison of post-institute attitudes toward the problem of minority youth unemployment and follow-up attitudes toward the problem of minority youth unemployment.

Schedule B
(N=194)

Item	Post-institute mean	Follow-up institute mean	t	P*
42	3.91	3.44	1.74	.05
43	4.77	4.63	0.61	n.s.
44	2.80	2.74	0.34	n.s.
45	4.33	4.03	1.22	n.s.
46	3.59	3.71	-0.47	n.s.
47	4.39	4.44	-0.19	n.s.
48	3.12	3.02	0.42	n.s.
49	3.41	3.43	-0.08	n.s.
50	4.12	4.24	-0.42	n.s.
51	1.73	1.67	0.38	n.s.
52	5.64	5.18	1.98	.025
53	5.44	5.18	1.30	n.s.
54	4.27	4.37	-0.39	n.s.
55	4.85	4.72	0.45	n.s.
56	4.39	4.27	0.46	n.s.
57	3.51	3.36	0.59	n.s.
58	5.84	5.45	1.76	.05
59	5.46	5.11	1.44	n.s.
60	4.65	4.47	0.74	n.s.

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* One tailed test

Additional Data Schedules

Additional date available concerning institute outcomes which is described below has not been included in this report because of extensive length. These data can be obtained by interested research investigators by writing Theo. Volsky, Ph.D.; Willard 76; University of Colorado; Boulder, Colorado 80302.

1. Schedule C, Pre and Post Data.
2. Schedule A, Pre and Post Data—individual institutes.
3. Schedule B, Pre and Post, Pre and Follow-up, Post and Follow-up—individual institutes.
4. Schedule C, Pre and Post Data—individual institutes.
5. Comparison of Pre Data between institutes.

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*For an extensive bibliography in the field of minority unemployment, the reader is directed to the *Book of Readings* made available by the Los Angeles Vocational Guidance Institute, Plans for Progress 1966—Rosalind K. Loring, Coordinator, Daytime Programs and Special Projects, University of California Extension, 1100 South Brand Avenue, Los Angeles, California.